



Document n° 4

**SUPPORT FOR TUTORS
IN SMALL AND MEDIUM-SIZED
CONSTRUCTION BUSINESSES IN EUROPE:**

**PRACTICAL INFORMATION SHEETS
& EXAMPLES OF TOOLS**

**WORK CARRIED OUT IN FRANCE, BELGIUM, GERMANY, SPAIN,
ITALY, SWITZERLAND, POLAND AND SWEDEN**

Organisation responsible for the phase: CCCA-BTP (France)



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Report of phase 4 of Leonardo da Vinci project No. FR/06/B/P/PP-152512

EUROPEAN STRATEGY AIMED AT DEVELOPING AND OPTIMISING ON-THE-JOB TUTORING IN CONSTRUCTION BUSINESSES:

THE COPILOTE PROJECT



FR/06/B/P/PP-152512

In June 2006, the European Commission - Directorate General for Education and Culture and the French agency Socrates/Leonardo da Vinci, currently referred to as Europe Education Formation France, approved a research project within the framework of the REFORME network.

*The objective of this project was to build a European strategy to promote tutoring in construction businesses **to give young persons and employees in this sector a better quality of on-the-job vocational training programmes**. Several professional organisations, trade unions, professional federations and education experts from France, Italy, Germany, Spain, Sweden, Poland, Belgium and Switzerland undertook a commitment to achieve the objective thus defined.*

*The project, which was given the name **COPILOTE** to highlight the fact that good vocational training requires efficient and constructive cooperation between at least two partners, namely a training centre and a company that receives apprentices, **was developed under the aegis of the project promoter, the CCCA-BTP**. The idea for this project came from the fact that thanks to company tutoring young people and employees receive better training and are consequently more efficient in the job market.*

*The **COPILOTE** project **helped define tools and approaches enabling each partner to build his own company tutor support strategy: the methods, processes and tools required to help them fulfil their role**. Furthermore, the results of the project can be of help in the development of an approach that encourages company employees to become tutors.*

*The aim of the project is **to provide young persons and adults in training in small construction businesses with better support by improving company tutoring**. At the same time, the project aims to professionalise tutoring for apprentices in companies and promote the work of tutors, among other things through recognition based on a common European reference manual of the tutor's activities and skills.*

www.copilote.org

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INTRODUCTION

The work carried out in the previous phases of the CoPilote project helped **define elements enabling each partner to build his support strategy for tutors in small and medium-sized construction businesses according to their context**. The core was developed jointly, and it can be easily transferred from one country to another and even from one professional sector to another. At national, regional or local level, the operational action plan and practical measures must take into account different traditions, constraints and development prospects within the construction sector that are inherent to each environment and to each territory concerned.

Indeed, **the partners do not wish to modelise or render uniform the findings of their joint work**. For this reason, the following CoPilote sheets follow a particular logic: they are common models that will not be fully operational until such time as adaptation work has been carried out by each partner concerned. This work will take into account all the factors that cannot be handled jointly because they depend on the particularities of each country or region, i.e. the priorities set by professionals in the construction sector in the course of national social dialogue, the financial resources that are available or can be deployed in the medium term, the hierarchy of priorities and the urgency of each of these priorities and the forms of organisation, the preparedness of structures and the competences of the persons who might potentially be given the task of implementing and managing tutor support systems.

The sheets that make up this document are the outcome of the work carried out by all the partners under the responsibility of the managers of phases 1 (Formation PME, Belgium), 2 (BYN, Sweden) and 3 (CIEP, France - BZB, Germany). All the phases were supervised by the promoter (CCCA-BTP, France). A number of tentative approaches were mentioned in the report of phase 1 of the project, which is entitled *Fonction tutorale en petite et moyenne entreprise de construction : analyse des systèmes* (Tutoring in small and medium-sized construction businesses: an analysis of the systems - September 2007). Thanks to an analysis of perceptions, phase 2 reached more detailed conclusions for a support approach which is designed to be both realistic and pragmatic. This phase led to the publication of the report entitled *Fonction tutorale en petite et moyenne entreprise de construction : analyse des perceptions* (Tutoring in small and medium-sized construction businesses: analysis of perceptions - May 2008). Finally, phase 3, with the publication of the *Référentiel des activités et des compétences du tuteur dans les petites et moyennes entreprises de la construction en Europe* (Reference manual of activities and skills of tutors in small and medium-sized construction businesses in Europe - June 2008) brought an important clarification in terms of the objectives and contents of tutoring, which facilitated a discussion of the means of support.

With the operational sheets, **the partners propose different approaches to be implemented or invaluable tools that are as pragmatic as possible**. It must be mentioned that the discussions were not theoretical. They were in fact conducted by experts specialising in

sandwich courses (practitioners and academics) or were based on a critical analysis of the tools that had been produced in the past by each partner.

On the contrary, the opinions of the beneficiaries of the future measures, that is, the company tutors, were consulted, and certain products were tested. The proposed approaches were tested in certain countries (France and Spain) between September and December 2008. In other countries (Germany, Italy and Poland), they spawned exchange forums and workshops on tutoring.

The key objective of a **global communication and support strategy for company tutors** is to help them break free of the feeling of being alone in their day-to-day work which, according to the findings of surveys, is something they often experience. The support measures and the interlocutors responsible for supporting company tutors are not well enough identified in most countries, even though the situation is not the same everywhere. To be efficient, the support measure must be part of a long-term process managed by clearly identified persons and organisations to guarantee **structured and stable support**. Company tutoring must be the constant concern of the agencies responsible for the quality of sandwich courses, not only in legislative or formal terms but also in terms of operational approaches.

Company tutors need to know which agency or person they can turn to for the necessary information and assistance to help them fulfil their task. **It is important to have one single interlocutor**. The responsibilities and tasks of the persons who are assigned to support company tutors must be precisely defined. In addition, their identity must be communicated to the tutors as soon as they take up their duties.

A number of partners have given this problem some thought and have included in their tutoring activities **corporate consultancy** coordinated by one single well-identified person. Within the CCCA-BTP network, for example, this person is responsible not only for relations with the training companies, but he also helps to design vocational projects for young persons, providing them with support until they find a job and, where necessary, acting as mediators. This task, which is essential for the success of sandwich courses, has not yet been clearly identified in all the countries of the partnership, and in most cases the profile of the persons who should be doing this work remains relatively vague. This is certainly an aspect that deserves more detailed examination.

If it were to be introduced across the board, this approach could be implemented in a sandwich training centre either by a person who has been specially recruited for this purpose or alternatively by a trainer. It would help **forge closer personal ties between the training centre and the company**. At the same time, it would ensure that “support for tutors” is not simply an abstract expression. This person would not have to act as the sole interlocutor for the training companies with which the training centre has forged ties, but he would nonetheless act as their key contact person for support and would thus be able to provide companies with the information they require to make sure that the tutoring is working effectively.

SHEET NO. 1

TOOLS FOR LIAISON AND COMMUNICATION BETWEEN COMPANIES AND TRAINING CENTRES

Any sandwich training course involving the company and the training centre or vocational school entails the deployment of resources, methods and, above all, a strategy for communication between the two sites so that they can together develop a teaching method that is tailored to the beneficiary of the training course. Furthermore, this approach must be **negotiated and accepted by the two training sites** in order to avoid giving the apprentice the impression that he is following in parallel two training courses that do not overlap: one in the company and one in the training centre.

Within this context, the liaison tools introduce and regulate not only a system of circulation of information between the training centre and the company, but also, when this system works, they open up the possibility of **mutual adjustment of training content**. It goes without saying that the apprentice, as the beneficiary of the training course, must be given the opportunity to assume joint responsibility for his success.

However efficient these tools may be, they merely **supplement direct and regular contacts** between the different trainers within the company and within the training centre. Computer applications or the Internet must not under any circumstances take the place of reciprocal visits, joint meetings or joint advanced vocational training sessions attended by representatives of the two stakeholders. Surveys carried out within the framework of the project have shown that if trainers from training centres and companies do not see each other on a regular basis, they cease to regard each other as partners working to build and implement the same vocational training systems. There is therefore a risk that a genuine sense of alternation is lost and that two parallel programmes emerge instead of one, even though only one certificate is awarded at the end of the course.

The most common liaison tools used in all the countries of the CoPilote partnership include **the provisional training plan and the apprenticeship record**¹. These tools have demonstrated their usefulness, and it is essential to make even more use of them. On the whole, experience with the use of these tools in countries such as France, Germany, Belgium and Sweden shows that they must be simple and easy to explain based on brief and precise questions, without any ambiguities.

¹ This is the terminology used in France. In other countries the terms may differ, but the idea is similar (for example, the provisional training plan in Germany is referred to as the *Training time distribution table*, the apprentice record is referred to in Belgium as the *Carnet d'alternance* (alternation record), etc.).

In certain countries, these documents should be revised and modernised to take more account of the heterogeneity of courses leading to the same certificate and to take more into consideration the diversity of the population groups that follow such training courses. For one thing, fewer and fewer training courses are being developed specifically for homogenous groups with the same intellectual level, having similar professional experiences or following identical training paths.

The liaison documents that are currently used do not always offer genuine individualisation of operational training courses. However, the training agencies (training centres and training companies) are increasingly being forced to adapt to major changes in the training environment, which is rapidly moving towards more individualised objectives, contents and methods of transmitting knowledge and know-how.

In most cases, **the provisional training plan** is drawn up by a training centre (France) or by an agency that is responsible for managing the training course at national level (Sweden), at regional level (Germany and Spain) or at local level (Switzerland), and it provides a basis on which to negotiate the objectives, to plan the training programme and to share it between the company and the centre. It is an essential information, planning and management guide that serves to regulate the training course throughout its duration. In certain countries, this document is regulatory and compulsory, and it is given out to apprentices and attached to the sandwich training course contract. The degree of detail of the document varies from country to country. In most cases, it gives only the guidelines and has to be translated into a more operational document that must be drawn up by each training agency.

The **apprenticeship record** is the second document that is essential within the framework of sandwich training courses. It could be said that the apprenticeship record breathes life into the provisional training plan. Above all, it is a tool for communication between the apprentice, the company and the vocational training centre. It provides as accurate a description as possible of the apprentice's activities during the training course in the centre and in the company. Also, it provides a means of measuring his performance and gets him more involved in his training. At the same time, it provides additional information on the apprentice's activities in the other training agency and a means of adjusting the content of the training course. In this way, it is a useful tool for the management of the apprentice's activities in the centre and in the company. In addition, it can facilitate the management of individualised training paths.

The apprenticeship record can be completed either directly by the trainers in centres and companies or directly by the apprentices. In order to be usable and perceived as non-coercive, this document must be simple and straightforward. It must provide a structured and well-formulated list of items so that the user can see clearly the different activities within companies and within training centres. It is often presented in the form of a questionnaire tailored to the apprentice's training level and the nature of the query that he is dealing with. In addition, the trainers in the training centre and in the company must prove to the apprentice that it is genuinely useful and is being used by them.

The provisional training plan and the apprenticeship record are not the only liaison documents. Indeed, the "library" published on the site www.copilote.org presents some examples that have been communicated by the project partners.

The form of the apprenticeship record will of course depend on how it is to be used. In Sweden, for example, where apprenticeships are not arranged as sandwich courses, but take place only within companies, the record is not used for communication with the training centre but to inform the regional agencies which are responsible for monitoring the quality of apprenticeships of the progress of the training course. In spite of this specific feature of Swedish apprenticeship initiatives (in every other country of the CoPilote partnership there is alternation between the company and the training centre), this tool² is interesting, because it can also be adapted for the purpose of communication between companies and training centres in other countries. In Sweden, this document is completed only and exclusively by the company tutor, while in other countries it can quite conceivably be used as a tool for dialogue between trainers in companies and trainers in training centres, whereby each party completes his part.

As vocational training courses become increasingly individualised, dialogue with apprentices will become essential for the assessment of their progress and to determine whether the training course should be adapted to their needs. Consequently, the tool proposed by BYN and which is genuinely used deserves to be adapted to other contexts and in other countries. Furthermore, this apprenticeship record, in combination with other initiatives, has been used by the partners to formalise the advice given to tutors on the organisation of training in companies (see sheet no. 2).

The apprenticeship record designed in Sweden, like most of the records which are currently used in the countries of the CoPilote partnership, is in chronological order. Also, the record is updated after each formal interview with the apprentice.

Example of the planning of training in a construction business in Sweden³

1st year	<ul style="list-style-type: none"> ➡ Apprentice recruited ➡ 1st planning interview 	<ul style="list-style-type: none"> ➡ Training plan for the first semester.
3rd month	<ul style="list-style-type: none"> ➡ Quick check of what he has completed at the end of the three months. 	
6th month	<ul style="list-style-type: none"> ➡ 1st formal follow-up interview ➡ 2nd planning interview ➡ The apprentice sends his apprenticeship report to the regional employment committee. 	<ul style="list-style-type: none"> ➡ New phase objectives and training plan for the 2nd semester of the 1st year.
2nd year	<ul style="list-style-type: none"> ➡ 2nd formal follow-up interview ➡ 3rd planning interview 	<ul style="list-style-type: none"> ➡ New phase objectives and training plan for the 1st semester of the 2nd year.

² Available on the site www.copilote.org, under “Library”, BYN resources.

³ Source: BYN.

6th month	<p>➔ 3rd formal follow-up interview</p> <p>➔ 4th planning interview</p>	➔ New phase objectives and training plan for the last period.
3rd year	➔ 4th formal follow-up interview	

6th month

The Swedish system is not characterised only by the absence of a training centre in the apprenticeship process⁴, but also by efforts to involve the apprentice in this process that go further than in other countries. Indeed, generally speaking the existing liaison and communication tools must be adapted to take more into account the fact that the apprentice must be actively involved in his training.

*Examples of tools for communication with companies
used within the network of training centres organised by the CCCA-BTP (France)*

Visits by trainers in companies and tutors in training centres

The objective is to provide a means of adapting and regulating the training of the apprentice in both training sites. The objectives of the visit will revolve around many themes such as:

- discovery of the company or of the training centre, size, type of activity, materials, development, etc.,
- organisation of the sandwich course,
- observation of the apprentice in the company or in the training centre,
- follow-up of the apprentice,
- the apprentice's professional project,
- management of individualised training paths,
- updating of the training strategy,
- list of the expectations of the company with regard to training: particular information requirements (administrative and pedagogical), documents to be submitted, etc.,
- presentation of the liaison tools (essentially from the apprenticeship record),
- presentation of monitoring during the training course,
- needs of the company during continuing training.

Description of the sandwich training strategy

The objectives underpinning the use of these tools are to organise and to structure the apprenticeship in time and in space between the company and the training centre in order to provide coherent and comprehensive training to enable the apprentice to obtain the intended diploma and perform the job for which he has trained.

⁴ The organisation of school-type sandwich training is not discussed here (there are sandwich courses involving vocational schools and companies - go to the site www.copilote.org for more information on the Swedish system).

The provisional training plan

The objectives of this tool are:

- to negotiate, plan and share the apprentice's training objectives between the company and the training centre according to the intended job and diploma,
- to inform the different actors involved in sandwich courses of the provisional organisation of the training course.

The alternance charter

The objective of this tool is to organise, orchestrate and regulate a sandwich course strategy based on a minimum reciprocal commitment undertaken by the three stakeholders: the company, the apprentice and the training centre.

The basic aim is to mobilise the three partners to achieve a stated objective on the basis of voluntary and reciprocal commitments based on operating rules that favour consultation and the determination to help young persons make a success of their vocational project.

The charter clearly expresses the reciprocal commitments of each of the three stakeholders and explains the involvement of each stakeholder in a practical and interactive manner.

The signing of the commitments by the three partners provides an opportunity to arrange the first meeting at the very outset of the apprenticeship contract.

The feedback sheet (or search sheet)

In technological education and in general education, this document is drawn up by the trainers from the training centre. It generally encompasses work connected with the observation of the job by the apprentice in the company.

It includes either questions from the apprenticeship record or attached documents that must be completed or on the basis of which a search must be carried out.

Advantages for the training centre: time savings in training and the fact that the "search phase" part of the course is much more active and much faster, which provides a means of embedding the training course in the job.

Advantage for the young person: greater motivation.

Advantages for the company: better dialogue with the apprentice and the fact that the tutor is aware of the objectives of the next traineeship in the training centre (in terms not only of its theoretical content but also of its technological and practical content).

N.B. The company can also request that the apprentice carry out a search when he comes to the training centre.

The apprenticeship record

This is first and foremost a regulatory document for the follow-up of the training course in the company and in the training centre. Furthermore, it is an essential document within the framework of the pedagogy of the sandwich course.

This document is completed by the apprentice within the training centre and within the company. It plays an important role in the training of the apprentice, because it generates dialogue between the company and the training centre. Lastly, it involves the family (signature of the parents).

The tutor (traineeship supervisor) must consult the record on the Monday morning following the period spent in the training centre.

The semester report

This document gives the apprentice's marks and general behaviour in the training centre. It also includes the comments and signatures of the apprentice, the tutor, the parents or their representatives, as well as those of the class council in the training centre that drew up the report.

Company assessment sheets adapted as a means of monitoring during the training course

The purpose of this tool is:

- to assess the apprentice during his on-the-job experience in the company during training,
- to enable the tutor to assess the performance level achieved by the apprentice in training,
- to provide a basis for assessment leading to a certificate by awarding a grade,
- to guarantee the conformity, validity and fairness of the assessments.

SHEET NO. 2

ADVICE FOR COMPANY DIRECTORS AND TUTORS TO MAKE APPRENTICESHIPS IN COMPANIES MORE SUCCESSFUL

It is impossible to achieve successful vocational training in industry without efficient tutoring and proper support. Within this context, a number of principles must be clear for the apprentice and for the company.

The brochures shown below were drawn up within the framework of the CoPilote project based on different experiences in several European countries, especially in Germany and Sweden. These experiences were summarised in the first brochure, which is available in English and is entitled “**Advice for a successful apprenticeship**”. Each agency concerned can then adapt it to its own needs and to the context in which it intends to use it. The brochure is not intended as a model, but it is an example of a possible paradigm for communication with tutors (present and potential). This brochure is simple and pragmatic. It is not intended as an exhaustive solution, but it provides some initial impetus to encourage on-the-job training.

Using this approach, the CCCA-BTP, which is the promoter of the CoPilote project, adapted and developed this first brochure for use within the network of apprenticeship training centres of the BTP in France. This led to the publication of the second brochure, which is entitled *Réussir l'apprentissage en entreprise : conseils pour les chefs d'entreprise et les maîtres d'apprentissage* (“**Successful on-the-job apprenticeship: advice for heads of companies and tutors**”). This publication was supplemented by elements from another European project in which the CCCA-BTP participated⁵. It is mentioned here as an example.

The two publications are available to interested parties and can be used as they are or adapted to other situations. These documents can also be considered as tools for communication between the stakeholders of sandwich courses.

⁵ This is the "Q-CASE" project which defined the conditions and procedures to improve the organisation and implementation of on-the-job vocational training, mainly on school worksites in Europe. The main beneficiaries of this project are young people who are participating within the framework of their training in European mobility programmes and are completing a traineeship, usually lasting three weeks, in another country. For more information, go to www.qcase.org or www.copilote.org, under “Q-CASE”.

Insert the brochure “Advice for a successful apprenticeship”

Insert the brochure *Réussir l'apprentissage en entreprise : conseils pour les chefs d'entreprise et les maîtres d'apprentissage* (“Successful on-the-job apprenticeship: advice for heads of companies and tutors”)

SHEET NO. 3

QualiCarte CoPilote: A SELF-ASSESSMENT APPROACH THAT CAN BE IMPLEMENTED BY THE TRAINING COMPANY

Company tutors have at their disposal a tool that can be used to carry out a fully autonomous assessment of their professional conduct with the apprentice. This instrument, which is not imposed by any administrative obligation, must be simple, readable and pragmatic and must be devised in such a way as to help companies make continuous improvements in the quality of their vocational training.

An instrument of this kind was developed within the framework of the CoPilote project. Based on an approach that has already been implemented in Switzerland (and is known as **QualiCarte**), this approach includes quality criteria which are set out in **a checklist that describes the key stages of the whole spectrum of on-the-job vocational training**. The activities which are listed are connected with the sustainable professionalisation approach and with the reference manual of activities and tasks of company tutors, which is one of the products made available by the CoPilote project.

The first objective of this self-assessment instrument, which is referred to as **QualiCarte CoPilote**, is to identify ways of optimising on-the-job training in order to be able to anticipate and avoid difficulties and to improve dialogue between the stakeholders involved in the vocational apprenticeship (the apprentice, the company and the training centre).

Thanks to this common self-assessment approach, which is proposed at a European level, the tutor (company trainer) can explore more easily the apprentice training process for which he is responsible. It also enables him to detect any difficulties that may emerge.

The aim of the proposed approach, which is embedded in a **sustainable professionalisation process**, is to encourage company tutors to take more responsibility, while favouring their autonomy and providing them with identifiable, objective and measurable self-assessment criteria.

The application and promotion of this approach must be supported by concerted action by the training centres within the framework of their strategies and their consultation practices with the training companies. It is also essential to obtain the **support of professional organisations**, to whom the advantages of the approach must be explained so that at a later date a common approach can be developed that benefits companies, so that the approach is promoted.

Insert QualiCarte in French

Insert QualiCarte in English

Insert QualiCarte in Spanish

SHEET NO. 4

APPROACH TO THE ASSESSMENT OF THE PROGRESS OF THE APPRENTICE IN THE COMPANY

This approach enables company tutors to draw up periodic assessments of the apprentice's progress in relation to set training objectives. It can be subsumed into three essential stages:

- before the training course: **the “diagnostic” assessment**, which identifies the apprentice's prior knowledge and abilities at the start of his on-the-job training in order to plan ahead for the course to be set in place (contents, methods and scheduling). This phase also provides a means of anticipating the difficulties that the company tutor might face.
- **the formative and regular assessment integrated in the on-the-job training** that provides a means of monitoring the apprentice's daily progress in terms of technical skills, organisation of time and space, autonomy, safety constraints and skills associated with professional and social behaviour. Throughout the process, the tutor helps the apprentice identify not only his progress and his weaknesses, but also the causes of his difficulties. The purpose is to inform the apprentice and the training centre of the extent to which the objectives are being reached. This assessment is not intended as a means of awarding marks. Ideally, it should take place at the end of each apprenticeship task. It is above all a teaching tool, that is, it helps in the learning process. This type of assessment can be carried out only through careful observation by the company tutor of the apprentice's way of doing things in order to be able to assess the quality of the result and to analyse the approach that is followed to improve it or transform it.
- **the final assessment**, which covers the skills acquired by the end of the training course. This assessment is strictly regulated in each country, and there is abundant documentation describing it. It also has a social role. It is final, because it appraises an apprenticeship process. It is a formal assessment that takes place at the end of a series of apprenticeship tasks that constitute a unified whole.

The following can be regarded as the most important priorities in any on-the-job assessment process:

- the degree of autonomy during an operation or a task,
- the technical skills acquired (knowledge and know-how),
- compliance with safety instructions,
- understanding of and compliance with standards, procedures and working methods,
- management of constraints (material resources, time, etc.),
- control of the end product of the task or of the operation (in accordance with the schedule of specifications, test procedures, etc.).

In order for the assessment, whether it be formal or informal, not to be perceived as a disciplinary measure, it must facilitate communication between the tutors and the apprentices based on objective criteria.

Role of tutors in the formative assessment process

It cannot be said often enough that tutors must monitor apprentices regularly. The constant support they give is of prime importance, because it helps the tutor track the apprentice's progress and at the same time provides an objective basis on which to assess his progress and his weaknesses. In addition, it provides a means of formalising and implementing essential remedial measures.

Within this context, the company tutor, in consultation with a support agency (the vocational school or the training centre) and with the apprentice:

- negotiates the approach to be followed and draws up a calendar of assessments to be carried out,
- uses or constructs a checklist of the essential objectives of on-the-job training in terms of behaviour and in terms of techniques,
- regularly assesses the apprentice's progress, analyses any problems that have been encountered and seeks solutions on the basis of the existing support system,
- uses and completes any documents provided by the training centre or by any other agency with responsibility for monitoring sandwich courses,
- encourages any and all measures that facilitate the apprentice's self-assessment.

Role of company tutors in the assessment process with a view to certification

In certain countries, company tutors participate in the formal assessment of the results achieved during the training course with a view to the awarding of a recognised diploma. In this case, each national legislation arranges its own procedures and sets its own requirements in summary form by setting the tasks to be completed by the tutor within this framework:

- assimilating the professional reference manuals that encompass all the skills required by the diploma or certificate which the apprentice hopes to gain,
- preparing assessment situations within the company (tasks that test the acquisition of certain explicitly defined skills) and assessing the results achieved by the apprentice according to the formal criteria,
- participating in the final assessment of the test.

A common list of vocational assessment criteria based on 5 items:

- autonomy in the completion of an operation or a task,
- mastery of skills (knowledge and know-how),
- compliance with procedures, organisational arrangements and working methods,
- compliance with constraints connected with the actual performance of the task: rational use of resources (tools, materials, equipment and time), constraints connected with the performance of the task in relation to the environment, in particular safety,
- the quality of the completed operation or task: assessment of the dimensional qualities and the aesthetic and functional criteria that determine whether or not the piece of work is saleable.

The assessment criteria

At times, the tutor, as an experienced professional, forgets how difficult it is to complete a given piece of work. *Assessment involves judging the work, not the person*. The manner in which the assessment is carried out can be a source of motivation or demotivation for apprentices.

Consequently, it is essential:

- to define from the outset the assessment criteria that apply to the piece of work to be completed,
- to inform the apprentice of the assessment criteria at the start of the task.

Completing a piece of work without knowing what will make it a success or in what way the person who does the work has demonstrated mastery of a given skill is useless and even demotivating for apprentices.

SHEET NO. 5

INTERVIEW WITH THE APPRENTICE

It is important to get the apprentice to talk about his successes and difficulties or about the things that are a source of satisfaction or concern. How can we organise individual and regular interviews with apprentices?

It is essential within this context for the apprentice and the company tutor to take stock and assess the progress achieved and identify any problems in the on-the-job training process.

The setting for the interview is not neutral: where should this take place, when and for how long?

In order to attach proper importance to the interview and to show interest in the apprentice and proper appreciation for the tutoring process, it is essential to set the date in advance.

How should the interview be conducted?

- Remind the apprentice of the objectives of the interview by placing them within the context of the training process.
- Start by drawing the apprentice out so that he has the opportunity to assess his progress himself.
- Tell the apprentice your point of view and give him the benefit of your own analysis; you should mention not only any problems that have occurred but also stress the apprentice's successes and progress.
- Draw clear and precise conclusions and set out a plan of action for the next interview.
- Set the date of the next interview.

Important point

The apprentice must be given an opportunity to express himself. Even if he does not appear to want to talk, the tutor must make it easier for him by inviting him to express his opinion. Furthermore, it is important not to give the impression that the sole purpose of the interview is to focus on the difficulties or - worse still - to discipline the apprentice. On the contrary, this is an opportunity to focus on achievements, to involve the apprentice in his own training process and to treat him as a partner.

See also the brochure "Réussir l'apprentissage en entreprise : conseils pour les chefs d'entreprise et les maîtres d'apprentissage" ("Successful on-the-job apprenticeship: advice for heads of companies and tutors") (sheet no. 2).

SHEET NO. 6

ONLINE RESOURCE CENTRE FOR COMPANY TUTORS

The design and setup of an online resource centre that is accessible from the sites of the organisations that commit themselves to support company tutors are a relatively simple process and may be a fairly inexpensive operation. The precise contents of such a resource centre will depend on the specific context and the needs of the tutors involved. Each organisation must define the precise content of its resource centre according to the particularities of the target population, the objectives of the support measures and the resources available.

The specifications for the construction of this type of online resource centre must certainly include the arrangements for continuity of the centre and the means of advertising it among the target population. It should not be forgotten in this regard that company tutors seldom have the instinct to search actively for the information they need. Therefore, **publicising the resource centre** is just as important as designing it.

The online resource centre may be divided into four parts: documentary resources, exchanges of experiences and practices, FAQs and list of the partner organisations with a brief description of their responsibilities and their areas of competence.

In order for such an online resource centre to be useful and efficient, **it must have a clearly identified site manager** who is responsible for regularly feeding and updating the site, controlling the content and ensuring that its structure, files and mode of operation meet the needs of the target population. Furthermore, the manager must ensure that the resource centre does not contain too much information, because this would make the site less transparent and increasingly difficult to navigate, which would ultimately discourage visitors.

Ideally, it would be interesting to have a system to count the number of hits and extract information on the nature of the visits.

DOCUMENTARY RESOURCES

The following sections are proposed:

- official documents connected with vocational training in companies: mainly legislative texts, possibly with comments;
- reference manuals and descriptions relating to tutoring;
- practical guides for company tutors and manuals for on-the-job training;
- administrative forms connected with training courses followed in companies;
- tools for liaison between the training company and the training centre;

- reference manuals, programmes, didactic tools, safety rules and tools for use in the assessment of youth training;
- catalogue of the range of training on offer for company tutors.

EXCHANGES OF EXPERIENCES AND PRACTICES

Company tutors often say they are isolated and that there are no exchange forums. In order to encourage dialogue among tutors and with other stakeholders in the field of vocational training for jobs in the construction sector, an exchange forum, moderated by a clearly identified person, should be an integral part of a resource centre. It would therefore be possible not only to feature successful and shareable experiences, but also to respond more effectively to the concerns of company tutors and, at a later stage, to develop seminars and meetings with this population focusing on issues connected with vocational training.

FAQs

This page would be added to the above-mentioned forum to allow tutors to ask questions about their assignment in all its aspects and, more especially, to get answers. In order to guarantee that this page works properly, it is essential to name on the site the person who is responsible for giving answers and the normal response time. Of course, the person responsible for giving answers will not be expected to know everything about the topic, but he/she must be able to go away and do research and then come back and give an answer to the tutor concerned or whoever asked the question. The condition sine qua non for the reliability of this page is that no questions should be left unanswered by a deadline that is communicated in advance.

LIST OF THE PARTNER ORGANISATIONS INVOLVED IN VOCATIONAL TRAINING FOR JOBS IN THE CONSTRUCTION SECTOR

This is not simply a list of partners with their particulars, but more especially a list that goes some way towards identifying who is able to do what in the process of vocational training (initial and continuing). The list must therefore include:

- institutions,
- financiers,
- administrations for legal obligations,
- centres that provide sandwich training courses,
- social support centres,
- assistance institutions,
- industrial medicine centres, etc.

Equally important, this list must be dynamic and it should not be like a straightforward directory. For one thing, the presentation of the organisations should contain not only a list of their fields of operation, but it should also mention projects in which they have been involved, describe cases that have been resolved, give precise examples of cooperation with company tutors, etc.

SHEET NO. 7

TRAINING SYSTEMS FOR COMPANY TUTORS

The range of training offered to company tutors may appear to be quite abundant, especially in countries like France and Germany, but usually such training is short-term (lasting generally somewhere between half a day and two days) and does not differentiate between target populations (new tutors and experienced tutors).

However, the **design of new national training systems for company tutors** in terms of approaches, objectives, methods and content must take account of the fact that the population of company tutors is increasingly diversified and requires more and more individualised training courses.

Therefore, the range of training courses offered to company tutors should be divided into two clearly identified parts:

- **training courses for new tutors:** basic legal and legislative elements, awareness of the pedagogical dimension, elementary knowledge of young persons, safety on the worksite, principles of alternation between the company and the training centre (mutual obligations) and preparation for the remote follow-up of apprentices;
- **advanced professional courses for all experienced tutors:** more detailed study of the above-mentioned themes, with the emphasis on pedagogy of alternation and didactics, assessment, civic and penal responsibilities, the psychology of adolescents and conflict management.

The training courses offered must take into account the operating constraints of companies, and their duration must be adjusted to suit the rhythm of work in the company: series of sessions lasting between 3 and 4 hours, organised in the evening or on Saturday mornings, for example. Furthermore, new training paradigms must be found by combining groupings and remote preparation.

Exclusively remote training courses are not recommended for the time being, because they do not provide a platform for exchanging experiences, getting to know each other or helping create informal ties among company tutors. Indeed, training initiatives must help forge closer ties and improve contacts on a daily basis among company tutors to enable them to share their concerns and to create a stronger sense of belonging to a kind of “guild”.

In addition, the concept of joint training courses for company tutors-trainers and for trainers-tutors in training centres should also be explored, because this type of training course would create a sense of equality among all those involved in the field of training, wherever they are based. The themes that best lend themselves to this type of training course are: pedagogy of alternation, the assessment of progress in the training course, safety on the worksite and the use of tools for communication between the company and the training centre.

The purpose of certain training courses for company tutors in the construction sector is not only to acquire new skills, but also to raise the profile of a given job by establishing a title that is recognised by the profession. A case in point is the training course set in place in the public works sector in France. Although the intention is not to make it into a model, it is interesting to consider this initiative in more detail, because it provides some ideas as to how tutor training initiatives can be made more dynamic and, more especially, how to ensure that they raise the profile of tutors.

Further examples of training programmes for company tutors in France (in the construction sector and across several sectors) are given in annex 2. Certain initiatives (proposed by universities in Montpellier and Pau) last longer and are organised as sandwich courses. These initiatives are good examples that can inspire training measures to be set in place by the CoPilote partners in connection with their own objectives.

Insert the file presenting TP (Egleton) tutor training.

SHEET NO. 8

PREPARATION OF PERSONS RESPONSIBLE FOR SUPPORTING COMPANY TUTORS

The persons who are responsible for developing contacts with company tutors and supporting them in their training assignments must also be prepared to fulfil this role. Their profile can vary from one country to another. Nonetheless, in most cases they will be trainers from training centres or “corporate” *chargés de mission* whose titles may vary according to the specific context of each country.

It is therefore difficult to propose a “standard” programme of preparation, because it is essential to take into account the specific profile of the persons entrusted with the different assignments involved in providing support to company tutors. For example, those who are more concerned with **the design and preparation of training systems for company tutors** should follow programmes that enable them:

- to give more attention to the characteristics of company tutors in small construction businesses in the countries concerned, in order to adapt the objectives, content and organisational methods underpinning the training courses that will subsequently be offered to them;
- to be clear about their own conceptions and practices as trainers of company tutors and to make the necessary adjustments based on the profile of the tutors for whom the programmes are intended;
- to understand the role played by training programmes for company tutors within the context of a more broad-based action plan, while at the same time using the existing support tools and ensuring that the company tutors do not feel they are listening to a series of academic lectures but instead that they feel that the approach is participative.

There is undeniably a need to help companies implement the provisional training plans, a fact that came to light in the course of the investigations carried out within the framework of the CoPilote project. As mentioned in sheet no. 1, this plan gives only the outlines of the programme, and it cannot as it stands be considered as operational. In many cases, the companies themselves are unable to break down the plan into sub-objectives, to schedule the necessary resources and to manage it while maintaining a medium- and long-term vision. At the same time, this need among companies is seldom expressed in an explicit manner.

One way in which trainers from centres can build bridges with companies and forge closer personal ties based on mutual trust and respect is to organise **vocational visits to companies**, preferably for a fairly long period of time (two weeks to six months). The minimum duration of this type of visit should be one week.

As a result of this type of approach, those involved can learn more about reciprocal constraints, exchange knowledge and adjust their teaching strategies for the benefit of those receiving training. The objectives may be not only purely pedagogical, but also technical or even organisational. Depending on the needs of companies and the skills offered by the trainers in centres, it is quite conceivable to include human resource management, health and safety in the workplace or adolescent psychology.

Allowing trainers from training centres to spend time in companies would also help change the image that certain companies have of training centres. As demonstrated by the surveys carried out in phases 1 and 2 of the project, training centres are not spontaneously regarded in any of the countries of the partnership as possible sources of on-the-job training. Of course, before they can develop a corporate consultancy strategy, the training agencies must decide on the position they want to adopt in relation to this issue, what financial resources they are prepared to deploy and how they can recover the initial investment.

Within this context, it is difficult to propose a European response that is shared but at the same time precise, because national systems of vocational training differ from country to country at practically every level. Any strategy involving closer ties with or consultancy or assistance to companies will inevitably not be the same in Italy (where trainers in centres are often salaried employees), in Germany (where trainers in centres and in companies have few contacts on a day-to-day basis) or in Spain (where company participation in training is a recent phenomenon).

The following page presents an initiative set in place by the CCCA-BTP which takes into account the findings of the CoPilote project. As it is a joint production of the project partners, this initiative can be easily transferred and adapted to the needs of company tutors. In 2008, this training programme was tested on two occasions in the network of the CCCA-BTP, with the participation of trainees who also came from Belgium. The conclusions of this test were included in the proposal of the new session, which is scheduled for 2009.

Se préparer à la formation et à l'accompagnement des maîtres d'apprentissage

Public concerné

PERSONNEL DE DIRECTION, CONSEILLERS JEUNES ET ENTREPRISES, FORMATEURS CHARGÉS DE LA FORMATION DES MAÎTRES D'APPRENTISSAGE

Objectifs

- *Identifier les caractéristiques des maîtres d'apprentissage pour les prendre en compte et adapter sa pédagogie en terme de contenus et modes d'animation,*
- *identifier ses représentations et pratiques en tant que formateur de maîtres d'apprentissage,*
- *construire son propre plan d'action pour répondre à ses besoins,*
- *exploiter les outils existants de façon optimale, notamment le « KIT MA » (boîte à outils pour construire et animer un dispositif d'accompagnement des maîtres d'apprentissage).*

Animateur de l'action

Maryvonne Lafontaine, intervenant extérieur.

Durée et dates

3 jours, du 2 juin 2009 à 9 h au 4 juin 2009 à 16 h.

Contenu

- *Caractéristiques des maîtres d'apprentissage,*
- *enjeux des missions des maîtres d'apprentissage,*
- *ingénierie pédagogique : élaboration d'un dispositif global d'accompagnement des maîtres d'apprentissage, éléments d'animation pédagogique, méthodes, techniques, outils, fiches de séquence,*
- *ingénierie de formation et formation des maîtres d'apprentissage : détermination de situations de travail formatives, travail prescrit et réalisé, exploitation des écarts,*
- *analyse des dispositifs et des outils existants (dont « Kit MA »),*
- *travail à distance avec les maîtres d'apprentissage,*
- *comparaison des situations observés dans d'autres pays européens et solutions préconisées (lien avec le projet www.copilote.org),*
- *construction d'un plan d'action individuel.*

Observation

Le contenu proposé est modulable en fonction des besoins exprimés par les participants. Les travaux s'appuieront sur des échanges de pratiques et sur les apports méthodologiques permettant de mieux accompagner les maîtres d'apprentissage.

Lieu du stage

Paris.

Coordination pédagogique de l'action au CCCA-BTP

Anne Spaeth.

SHEET NO. 9

REFERENCE MANUAL FOR ACTIVITIES AND SKILLS: POSSIBLE INITIATIVES TO IMPROVE COMPANY TUTORING

For the construction of the reference manual of activities and skills of tutors in small and medium-sized construction businesses in Europe (see document no. 3), the **sustainable professionalisation** of the persons who take on this role is a major concern and at the same time a key objective.

This approach has enabled the partners of the CoPilote project to carry out an in-depth analysis of the profile of tutoring in the 8 European countries participating in the project and to propose a reference manual that is probably the most systematic and the most exhaustive that has been produced to date in the construction sector.

Tutoring is described in this reference manual in terms of on-the-job activities and tasks and the skills required in a given professional context. This document might serve as an opening towards certification approaches that would be a logical and natural addition to the sustainable professionalisation approach. However, **certification is not a direct objective but rather a possibility**. This does not mean that this possibility cannot be exploited by partners who so desire and who are in a position to implement the approach. On the contrary, the reference manual that has been created can serve as a starting point for ongoing work in this direction.

Even without going as far as certification, the activities and skills reference manual is **a benchmark** for several reasons:

- It provides a means of drawing up national descriptions of tutoring by giving it more structure and identity.
- It clarifies the function of tutoring in the company by encouraging discussion of the role of tutoring, the resources that it requires and the extent to which it contributes towards the performance of the company.
- It gives greater recognition (formal or informal) to the skills of on-the-job trainers by clarifying their role, their activities and their tasks.
- It helps in the design of support plans and vocational upgrading programmes for company tutors in greater detail and depth by taking more account of their profile and the scope of their tasks.
- It encourages pedagogical dialogue between the different sandwich course sites (companies and training centres) by clearly identifying the activities and tasks of each stakeholder.

All these possible applications of the activities and skills reference manual created within the framework of the CoPilote project will enhance the professionalism of company tutors in a sustainable manner. One of the objectives of the designers of the reference manual is **the recognition of the professionalism of company tutors** (formal or informal). Within this context, the reference manual is a tool that helps in the identification and recognition of a professional population that is relatively unknown and seldom receives any recognition.

For those wishing to undertake a certification process, the proposed reference manual can serve as **a basis for the construction of an initial training course** (see sheet no. 8) in terms of content and objectives to be reached within the context of company tutoring. We can and must add to this basic outline all the training elements that meet wider contingencies such as citizenship, adaptability and desire to progress.

The reference manual will be useful only if each partner places it within his own context. Like all the products of the CoPilote project, it constitutes a starting point, food for thought and an extension of a process that is already under way. It will therefore be used in different ways in different countries. It is not intended to be systematically circulated among company tutors, because, unless some explanation is given as to how it can be used, it will not be understood. Neither is it intended to replace the different guides, charters or manuals which have been drawn up by the different partner agencies and which are directly intended for company tutors.

This document provides a means of clearly identifying the population of company tutors (trainers) and recognising them as such. It provides **a means of updating the existing documents and tools** and adds new elements that will take into account the development of tutorship, as observed over the last few years, and the type of population that has been inducted by companies for periods of training. The proposed reference manual is simple. Furthermore, thanks to its form and the way it was prepared, it gives some hints on the creation of support tools intended directly for company tutors. It should be remembered in this regard that documents disseminated among companies must be characterised by simplicity and pragmatism.

Thanks to the precise definition of the activities, tasks and associated skills, the proposed reference manual can also be useful when it comes to clarifying the areas in which company tutors must receive support. It could be said that it is **a guide for use in structuring support measures** at different stages:

- the creation of an online library, including the documentary resources required for the preparation and implementation of tutoring on a day-to-day basis;
- the design of a self-assessment approach for company tutors based on the skills that are identified and outlined in the reference manual;
- the structuring of consultancy measures directed at company tutors based on the identified activities and tasks.

Therefore, thanks to this reference manual, **support measures for tutors become more coherent and are more firmly anchored** in the activities arising from systemic reflection and research, based on different approaches and aimed at meeting objectives that may vary from one partner country to another.

The reference manual also provides a means of **developing basic and advanced training initiatives for on-the-job trainers** who can adopt one of several profiles depending on the objectives that they seek to achieve. Like the support programme as a whole, the training programmes will vary from country to country, and the reference manual can be used to support the development of training courses of varying lengths that are anchored in the sustainable professionalisation process and may be characterised by different forms of organisation.

Certification, as a process that authenticates the skills of an individual in relation to a formalised core (in our case the reference manual of tutor's activities and skills in small and medium-sized construction businesses), might be of interest to salaried employees who may benefit from certification and to employers who understand the importance of formalising skills. In addition, a proper system of certification is a guarantee of the quality of the training and preparedness of company tutors for their educational work. Of course, partners who wish to take the idea further must define certification objectives that identify the elements that must be tested in order to certify the professionalism of company tutors.

Thanks to the possibilities opened up by the sustainable professionalisation process at European level, **it is quite possible to disassociate the certification of skills from training cycles**. The systems that are gradually being set in place in European countries under the impetus of the Commission also provide a means of recognising professional experience acquired in a formal or informal setting that will be taken into account for the awarding of a diploma or a certificate.

Any certified training courses that are set in place will differ from country to country in terms of objectives, content and organisation. If, in addition, the training course in question is a European initiative, it can be transferred from one country to another in the form of capitalisable units. However, the social partners in the construction sector and the competent education authorities of the countries concerned must decide on the suitability, scope and form of such training courses.

However, the direct operators of vocational training courses can offer - based on the reference manual that has been created - training programmes that are lighter yet just as essential when it comes to improving the professional skills of company tutors.

SHEET NO. 10

INFORMING COMPANY TUTORS OF THE EXISTENCE OF THE SUPPORT SYSTEM

In order to inform stakeholders of the existence of the support system, **a communication plan must be developed that ensures that information is given on the programmes and tools that have been created** at each level. To this end, it is essential to use the communication channels that are already available to the partners thanks to their networks, but they must be improved. For one thing, first and foremost we must contact in a more direct manner the natural partners of companies, that is, their professional organisations, who must be given an opportunity to participate more fully in the use of the results of the project. In order to guarantee the efficiency and continuity of the system, communication managers must be appointed within the national structures that make up the partnership.

The communication system might combine the following elements:

- systematic dissemination and use of the sheets presenting the support system within each country (developed on the basis of joint models);
- more sustained information on the existence of the CoPilote site and its content (www.copilote.org will ultimately be incorporated within www.reforme.org, which will include all the initiatives produced by the partners of the European REFORME network);
- use of the special issue of the review “Inffo Flash” no. 731 (October 2008) (available in French and English), which is published by the CENTRE INFFO, a French organisation responsible for disseminating information on training;
- better identification of the range of training on offer that is intended for persons responsible for organising the training system and for company tutors themselves and, consequently, better communication on these services through the traditional channels (the trade press, the Internet sites of the agencies involved, information during professional events connected with company tutoring);
- communication on the initiatives produced by the CoPilote project among training centres within the national networks of the partners involved in the implementation and management of the support system;

- visits to companies by trainers from training centres. If such visits are well prepared in advance, they can be an essential element facilitating alternation, because they generate pedagogical dialogue among peers who are involved in the same vocational training work. Each visit to a company has pedagogical value that should subsequently be used within the training centre. Already in several countries (including France and Sweden), there are usable checklists for visits to companies and the use of results;
- pedagogical coordination meetings organised by training centres. Such meetings, which should be organised at well-defined periods taking into account the production imperatives of companies and the availability of tutors, are another means of ensuring efficient communication. They should not be confused with training measures organised for tutors by training centres. On the contrary, the purpose of such meetings is to give an equal voice to each partner and to work together to improve shared training courses;
- seminars and brainstorming sessions. Such sessions help to broaden and deepen the work carried out in coordination meetings. They should preferably be residential, for example over a period of two days, because in this way the participants can have more in-depth discussions on the quality of sandwich training courses. In order for such initiatives to be efficient, considerable preparatory work is required. In addition, it is good to invite external experts in order to be able to take a detached view of the job in hand.

CONCLUSION

Tutoring is a job that is not always clearly identified in the countries of the partnership, and often it does not receive the attention it deserves. For this reason, the CoPilote project set itself the objective, among others, of proposing support systems to encourage greater recognition of the importance of tutoring as a means of ensuring the quality of sandwich courses and, consequently, of improving the professional integration of the beneficiaries of such training courses.

The CoPilote project also highlighted the fact that **company tutors do not as yet constitute a bona fide “guild”** and, generally speaking, are not clearly identified in relation to this task, in spite of several tentative measures aimed at creating an identity based on recognition (for example, the creation of an “*order of tutors*” in the public works sector in France).

Furthermore, on-the-job trainers often work alone and are therefore relatively unknown to potential apprentices, because apprentices are often unaware of the purpose and logic behind sandwich courses in general and on-the-job training in particular. It is also at this level that there is a tremendous need for communication, and the professional organisations in all the countries of the CoPilote partnership have their work cut out to explain to the general public the validity and value of on-the-job training, whether in the context of a sandwich course in a training centre or otherwise.

The work carried out within the framework of the CoPilote project, especially in the last two phases, demonstrated that support for company tutors must be systematic, long-term, easily accessible and identifiable. The partners of the CoPilote project admit that they are only at the **start of their journey** and that the progress made to date has made them aware of just how much work lies ahead. Before starting on this work, the partners focused mainly on improving the training courses intended for company tutors, and they failed to realise the complexity of the support process. Following two years of work, they are all convinced that the training of company tutors would not of itself lead to any great changes, even if such training is of high quality.

The purpose of the operational sheets presented in this 4th report is to provide added impetus for the development of a strategy to support and communicate with company tutors. **They were designed for the construction sector, but they can easily be transposed to other professional sectors and to other countries that are not part of the partnership.** This strategy, we once again wish to repeat, must be simple, accessible, ongoing and managed on a daily basis.

Company tutors must receive more recognition for their professionalism and must be considered as being on equal footing with trainers from training centres, because the role they play in continuing education is just as important. For this reason, the activities and skills reference manual created within the framework of the project should help make **considerable progress in terms of the recognition of this role**, because it is now clearly described at European level and enjoys much greater visibility. In addition, because tutors are more clearly identified and receive more recognition, they will be more motivated for their training activities.

The support system for company tutors in small construction businesses, for which the CoPilote project has merely laid the groundwork at European level, will be effective only if the tutors themselves are involved in developing it. **The operational sheets presented in this report must now be appropriated and analysed in greater depth by all partners** within their own environment, and based on a common core tools and methods can then be developed that can be used within each specific context.

Annex 3 gives an example of a support strategy (set in place and already tested by the CCCA-BTP) to which the results of the CoPilote project contributed. Similar strategies are now being set in place in other countries of the partnership. The CoPilote project has therefore helped in the development of a more broad-based and nuanced vision of sandwich courses and of the difficulties faced by company tutors.

At a later stage, it will be necessary to draw up a joint assessment of the work at national level and to propose consolidation at European level, perhaps by extending the partnership to countries that did not take part in the first phase of the project, in order to be able to distance ourselves from the project and to take a fresh look at the results that have been achieved, especially as many of the issues thrown up by CoPilote have as yet remained unanswered or the answers are not sufficiently precise.

An initial assessment of the phase of use of the tools recommended in this report will be carried out by the partners in April 2009 during a meeting of the REFORME network⁶. Depending on the results that are presented, the partners will decide on the future direction of the work, beyond the phase that is co-financed by the Community funds within the framework of the Leonardo da Vinci programme, and what practical measures should be planned to ensure that the CoPilote project continues to make a meaningful contribution towards the national support systems for company tutors.

⁶ For information on this network, go to www.reforme.org

Annex 1

INSTRUMENTS FOR ALTERNATION IN THE COUNTRIES OF THE PARTNERSHIP (can be consulted on the site www.copilote.org)

Description of the tool/procedure/approach	Nature	Partner	Country
Table of distribution of the training period (scheduling of the training course)	Procedure	BZB	DE
1,2,3 ... <i>Azubifit</i> : prospectus for companies and future apprentices seeking apprenticeship places, in order to match the supply and demand for apprenticeships	Tool	BZB	DE
Information brochure on the training courses offered by the BZB (for future apprentices and companies)	Tool	BZB	DE
Visits to companies by supervisory delegates (responsible for the traineeship agreement with the company) - minimum one visit a year.	Approach	IFAPME	BE
Sandwich training record (progress report) - a tool for communication between the apprentice, the training centre and the company	Tool	IFAPME	BE
Practical assessment - the macro skill in 2nd year (practical test at the end of the second year of apprenticeship, over a total of three years) - means of communication between the trainer in the training centre, the company tutor and the supervisory delegate	Approach	IFAPME	BE
Training in tutoring, intended for company tutors (not necessarily the heads of companies, with whom we cannot communicate enough)	Training course	IFAPME	BE
Signing of the contract organised by the supervisory delegate during an interview with the apprentice (in the company)	Procedure	IFAPME	BE
Manual for on-the-job training, presenting all the stages of the training course and reiterating the role of each stakeholder. Target: heads of companies, on-the-job trainers and trainers from training centres (it is important that all the parties involved have a common reference document)	Tool	CFSP - Swiss conference of vocational training agencies	CH
Training report (form used to assess the apprentice's professional skills and his behaviour while on the job)	Tool	Swiss contractors' federation	CH
Basic course for on-the-job trainers (compulsory) - group training (school-type)	Training course	Federal university institute for vocational training	CH
Methodological guide for the training of apprentice masons (checklist of practical work to be carried out within companies)	Tool	Swiss contractors' federation	CH

Annex 1

INSTRUMENTS FOR ALTERNATION - continued (can be consulted on the site www.copilote.org)

Information (CD-ROM) on jobs in the construction sector and on initial and continuing training for these jobs, as well as the presentation of the BZBs (training centres)	Tool	BZB	DE
Information brochure on the stages of apprenticeship for a successful programme (target: companies that may be interested in the apprenticeship initiative)	Tool	Trade chamber of Rhineland-Westphalia	DE
Checklist for vocational training in the construction sector (information on training) - guide for companies embarking on the apprenticeship initiative	Tool	BZB	DE
Alternance charter - to ensure more involvement by the company, the training centre and the apprentice in the training course (commitments undertaken by each party)	Tool	CCCA-BTP	FR
KIT for tutors (to facilitate the development and delivery of a training system for tutors)	Tool	CCCA-BTP	FR
Apprenticeship record (tool for communication between the training centres and the training companies)	Tool	CCCA-BTP	FR

METHODE PEDAGOGIQUE

Démarche personnalisée s'appuyant sur le vécu des stagiaires, l'échange des perceptions et l'analyse de leurs problématiques (60 % du temps). Apports théoriques (40 % du temps), méthodologie de recherche de solutions et mise en place d'un plan d'action entre les séances.

DUREE

3 jours

CONTENU

L'INTEGRATION

CADRER LA MISSION DU MAITRE D'APPRENTISSAGE ET LE ROLE DE L'APPRENTI,

PRESENTER UN MESSAGE CLAIR ET COHERENT POUR INSTAURER DES RELATIONS DE CONFIANCE :

- connaissance des modalités d'accueil et d'accompagnement pour rassurer et intégrer le nouvel arrivant,
- les informations sur l'entreprise à présenter, le contexte de la formation, ses enjeux, les missions de chacun,
- réflexion sur les devoirs et droits de chacun : comment faire adhérer le jeune aux contraintes de la réglementation, sécurité, procédures,
- les documents, le matériel à prévoir,
- analyse des différentes étapes à franchir pour acquérir les différents niveaux de professionnalisme,
- présentation et explication des procédures et des outils de suivi, d'évaluation et de liaison avec le CFA,
- la communication : informer (s'exprimer clairement et indiquer des normes applicables) et s'informer (vérifier par l'écoute et le questionnement pour la bonne compréhension des règles).

LA FORMATION

OFFRIR DE BONNES CONDITIONS D'APPRENTISSAGE AU JEUNE PAR UNE APPROCHE PEDAGOGIQUE ADAPTEE ET UNE ORGANISATION DU TRAVAIL STRUCTUREE,

AIDER LE JEUNE A ETRE ACTEUR DE SA FORMATION :

- les différentes techniques de pédagogie active,
- les 4 étapes principales dans une action de formation (formalisation des séquences pédagogiques),
- communiquer : les différents messages / savoir les envoyer / les recevoir / les demander / les refuser,
- les différents entretiens à mener : encouragement / félicitations / recadrage,
- les relations avec l'organisme de formation pour un partenariat constructif et cordial : définir la périodicité des rencontres / les modalités / les objectifs / suivi,
- l'évaluation positive : les critères d'évaluation de l'entreprise, de l'organisme de formation / les modalités (où, quand, comment, par qui, etc.).

LE SUIVI

ORIENTER, CONSEILLER LE JEUNE DANS SON PROJET PROFESSIONNEL,

MOTIVER, VALORISER, ET RESPONSABILISER LE JEUNE POUR LE CONDUIRE VERS L'AUTONOMIE :

- identification et activation des facteurs individuels de motivation,
- reconnaissance de la compétence : faire participer le jeune aux décisions, à l'élaboration de solutions et à la définition d'objectifs,
- délégation à partir d'objectifs clairs et de moyens définis : établir un contrat de délégation,

- développement de l'auto-contrôle et de la capacité à transmettre l'information,
- traitement des difficultés : l'aider à trouver des solutions et choisir les actions correctives .

IDENTIFIER LES CONDITIONS ET LES DEMARCHES DU TITRE DE MAITRE D'APPRENTISSAGE CONFIRME

PREPARATION A LA SOUTENANCE DU DOSSIER DE CANDIDATURE EN S'EXPRIMANT DE MANIERE CONCISE ET CONVAINCANTE :

- la prise en main du dossier de candidature,
- l'organisation de sa prise de parole : pour quel effet ? quel public ? choix de ce qu'on va dire,
- mise en valeur des idées essentielles dans une composition claire,
- mise en évidence des différents paramètres : le regard, la gestuelle, la voix,
- la gestion du temps : le développement d'un sujet en fonction du temps alloué,
- la prise de parole et l'interactivité : entraînement à l'argumentation et réponses aux questions et objections.



ASFO GRAND SUD TOULOUSE

Association de formation pour le perfectionnement professionnel
TOULOUSE

Site Internet : www.asfo.asso.fr

ÊTRE TUTEUR : ACCUEILLIR, ACCOMPAGNER, FORMER, EVALUER

DUREE

3 jours

OBJECTIFS

- Appréhender les enjeux et les conditions de réussite d'un parcours de professionnalisation
- Assurer l'accueil, l'intégration et l'accompagnement de toute personne dans son service
- Identifier, décrire les postes de travail et les compétences requises
- Etre capable d'évaluer, d'orienter et d'ajuster un parcours.

PUBLIC

Tuteurs, agents d'encadrement nouvellement promus. Toute personne amenée à accueillir, accompagner et former des apprentis, stagiaires, intérimaires, bénéficiaires de contrat de professionnalisation, etc.

PROGRAMME

Accueillir et intégrer ses collaborateurs, communiquer avec eux

- Repérer les enjeux de l'accueil et de l'intégration,
- Prendre en compte les attentes réciproques,
- Faire découvrir l'entreprise,
- Sensibiliser aux règles essentielles de la communication.

Analyser les postes de travail et évaluer les compétences de ses collaborateurs

- Acquérir une méthodologie de définition de poste,
- S'approprier des outils d'évaluation.

Définir et accompagner la formation de ses collaborateurs

- Élaborer le plan de formation de son équipe à partir du différentiel de compétences repéré lors des évaluations,
- Identifier et préparer l'intervention des différentes personnes mobilisées dans la formation(hiérarchie, collègues, formateurs internes, formateurs externes),
- Mettre en place un dispositif de suivi régulier des collaborateurs en formation.

CAFOC POITIERS

Centre académique de formation continue

POITIERS

Site Internet : www.cafoc.ac-poitiers.fr

DEVENIR TUTEUR

DUREE : 3 jours

OBJECTIFS

A l'issue de la formation :

- identifier et distinguer les 3 grandes missions du tutorat : insertion, formation, certification,
- organiser son temps de travail pour intégrer les 5 fonctions des tuteurs : accueillir / intégrer, favoriser l'acquisition de compétences, assurer une coordination avec le centre de formation, assurer le suivi du stagiaire, évaluer ses acquis.
- coordonner les objectifs d'apprentissage avec les contraintes de travail et la progression à l'école.
- organiser les situations de travail pour les rendre formatives.
- concevoir des documents / grilles permettant d'assurer l'accompagnement et le suivi des stagiaires et se les approprier.

En situation de travail : formulation en terme de comportement professionnel :

- accueillir et favoriser l'intégration du stagiaire.
- contribuer à l'acquisition de compétences professionnelles.
- faire les liens pédagogiques avec l'école ou le centre de formation.
- assurer le suivi du projet et de la progression du stagiaire tout au long de sa formation.
- évaluer les acquis et les progressions.

PUBLIC

Formateur, responsable de formation, coordonnateur, conseiller en formation.

PROGRAMME

- fonction tutorale,
- logique de l'alternance,
- modalités de validation,
- documents de liaison.

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CESI AIX-EN-PROVENCE

AIX EN PROVENCE

Site Internet : www.cesi.fr

TUTORER DANS L'ENTREPRISE

DUREE : 3 jours

OBJECTIFS OPÉRATIONNELS : assurer l'encadrement et l'accompagnement de personnes en formation dans l'entreprise.

PUBLIC : cadres, agents de maîtrise et techniciens chargés par l'entreprise de la fonction tuteur.

PROGRAMME

SESSION 1 (2 JOURS)

Les enjeux et les objectifs de l'alternance pour l'entreprise, pour l'apprenant et pour l'organisme de formation

La fonction tutorale selon la réforme sur la formation professionnelle,

Les engagements des acteurs : l'entreprise, le tuteur, l'apprenant, l'organisme de formation,

Les missions d'accueil et les missions pédagogiques,

Les principaux mécanismes d'apprentissage : rythmes, effets facilitateurs et freins.

Accueillir, intégrer, accompagner, guider, informer, motiver, faciliter, former.

Gérer les relations entreprise/organisme de formation,

Accompagner la mise en oeuvre de la formation et transmettre son savoir en situations professionnelles,

Participer à l'évaluation des qualifications requises.

SESSION 2 (1 JOUR)

Exploitation des succès et difficultés rencontrées sur le terrain à partir du plan de progrès.

ENVIRONNEMENT PÉDAGOGIQUE : alternance d'apports didactiques et d'exercices collectifs et individuels. Partage d'expériences.

VALIDATION : note de synthèse sur sa pratique de tuteur au retour du 3ème jour

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DEMOS

PARIS

Site Internet : www.demos.fr

FORMATION DES MAITRES D'APPRENTISSAGE ET DES TUTEURS : APPROCHE RELATIONNELLE ET ORGANISATIONNELLE

DUREE : 3 jours

Objectif : acquérir les éléments nécessaires à l'élaboration d'une formation en alternance réussie en partenariat avec le jeune et l'organisme de formation et ce tant du point de vue organisationnel que relationnel et pédagogique.

Profils stagiaires : toute personne ayant à encadrer ou à former des jeunes dans le cadre de formations en alternance qu'il soit tuteur opérationnel ou coordonnateur, responsables Formation, responsables des ressources humaines ou maîtres d'apprentissage.

COMPETENCES VISEES

Situer sa mission de tuteur

Favoriser l'intégration du jeune dans le monde du travail

Construire un parcours de formation adapté

Gérer la relation avec le jeune

Maîtriser les tenants et les aboutissants du contrat de professionnalisation

PROGRAMME

Enjeux et importance des tuteurs dans l'entreprise

Responsabilités et missions du tuteur

Critères de choix et motivation

Accueillir et intégrer

Recruter les jeunes en prenant en compte leurs spécificités

Réussir le passage du système scolaire/universitaire au monde de l'entreprise

Mieux se connaître et mieux connaître l'autre

Travailler sur les besoins fondamentaux du jeune et du tuteur

Découvrir les vecteurs de la motivation

Expérimenter les principes de la communication pour favoriser les transmissions en situation d'apprentissage

Savoir transmettre en entreprise

Vivre une situation de transmission de savoir-faire

Clarifier les objectifs et donner du sens au travail à effectuer

Découvrir les bases nécessaires au tuteur pour pouvoir transmettre son savoir-faire

Elaborer une méthode de transmission de savoir-faire en tenant compte des impératifs entreprise/centre de formation

Comprendre les principes d'évaluation

Prendre en compte les aspects juridiques et pédagogiques d'un contrat de professionnalisation et de l'apprentissage

Les différents types de contrats et leurs incidences sur le rôle du tuteur

Découvrir les différentes fonctions tutorales

Communiquer avec le centre de formation afin de se coordonner en vue de la formation de l'apprenant

S'approprier les outils pédagogiques de l'alternance et les utiliser

Construire son avenir de tuteur

Savoir analyser les situations d'apprentissage afin d'apporter des solutions en cas de difficulté.

Synthétiser les nouveaux savoirs et savoir-faire acquis lors de la formation et se projeter dans l'avenir avec un plan d'action.

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UNIVERSITE MONTPELLIER 1 - DIDERIS

MONTPELLIER

Site Internet : www.dideris.com

DIPLOME D'UNIVERSITE FONCTIONS TUTORALES ET MANAGEMENT DES COMPETENCES

DUREE : 9 journées (4 modules de 2 journées espacés de 3 à 5 semaines, 1 journée de synthèse).

PUBLIC : cadres de maîtrise, cadres de management intermédiaire, dirigeants de TPE, artisans, conjoints collaborateurs.

OBJECTIFS

Permettre d'assurer efficacement les fonctions de tuteur (formations en alternance, périodes de professionnalisation, intégration de nouveaux salariés), de transmettre et de capitaliser le savoir-faire de l'entreprise, d'amorcer une gestion prévisionnelle des emplois et des compétences.

PROGRAMME

Module 1 : Relations humaines et tutorat (2 jours)

Module 2 : Management des compétences (2 jours)

Module 3 : La transmission des savoirs (2 jours)

Module 4 : Le tuteur manager et coach (2 jours)

Journée de synthèse

Entre chaque module, les intervenants peuvent accompagner à distance les tuteurs qui en ressentent le besoin.

Ce programme peut être adapté à la demande (sur 2 journées au moins).

Dans ces conditions, il ne débouche pas sur l'obtention du DU.

MODALITES D'EVALUATION : mémoire soutenu devant un jury.

UNIVERSITE PAU ET PAYS DE L'ADOUR – FORCO
PAU CEDEX
Site Internet : www.univ-pau.fr

FORMATION DE TUTEURS

DUREE : 6 jours

OBJECTIFS

Être capable de s'interroger sur sa pratique de tuteur, de répondre à un certain nombre de ces questions et de modifier son action le cas échéant,

CONTENUS

Sensibilisation aux théories et méthodes des pédagogies de l'alternance.
Repérage des différenciations et complémentarités de compétences et de postures en jeu chez les différents professionnels concernés.
Identifications des diverses modalités de partenariats pédagogiques.
Repérages des processus d'évaluation/régulation des apprentissages en jeu dans la relation tutorale.

PROGRAMME

1er jour : production individuelle et études des cas,
2ème jour : théorisation, modélisation et perspectives de mettre en pratique,
3ème jour : retour d'expérience à partir de ce qui aura été mis en oeuvre dans l'intersession (analyse),
4ème jour : conception d'outils de pilotage de sa propre action de tuteur,
5ème jour : évaluation de la validité des outils à l'épreuve du terrain,
6ème jour : recadrage théorique des questionnements émergés.

METHODE PEDAGOGIQUE

Ce module repose sur une pédagogie de l'alternance. Il est donc nécessaire qu'un laps de temps suffisant ait lieu entre chacune des trois sessions, afin que la confrontation formation/terrain puisse opérer. Le dispositif s'appuiera sur : des analyses de cas produits par les participants, analyse de problèmes et de théorisation de la relation tutorale, des modélisations et mises en pratique des situations vécues.

Insert the overall support plan in French

Insert the overall support plan in English

THE COPILOTE PARTNERS

P1. CCCA-BTP (France) <i>Promoter of the project</i>		www.ccca-btp.fr
P2. Formation PME Liège (Belgium)		www.formation-pme.be
P3. BZB (Germany)		www.bzb.de
P4. FLC (Spain)		www.flc.es
P5. Centre Inffo (France)		www.centre-inffo.fr
P6. CIEP (France)		www.ciep.fr
P7. CREDIJ (France)		
P8. FORMEDIL (Italy)		www.formedil.it
P9. ECAP (Switzerland)		www.ecap.ch
P10. BUDOWLANI (Poland)		www.zzbudowlani.pl
P11. BYN (Sweden)		www.byn.se

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

Contact

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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