



PROCERTU PROJECT

WP 3: Tutor Job Profile Final Report

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1: The Objectives

Reminder: the WP 3 description, as found in the contract

Detailed mission for each responsible partner

To build an academic tutor job profile :

Identify which skills are necessary to be an academic tutor , that means :

- expected results
- activities/ missions
- knowledges
- human qualities
- know hows
- other...

For that, meet institutions who are training academic tutors (if it exists), meet academic tutors themselves and also students as beneficiaries from tutoring.

Associated partner(s)

Each partner is involved in this part of the project.

HEIG VD (silent partner) will provide Enstima with informations about his CompéQ experience.

Each partner has to send ENSTIMA the information about the academic tutoring (existing data and also the expected profile if it doesn't exist).

Each partner will have to translate in his own language the final version of the job profile.

Expected results

Academic tutor job profile, available on the web site dedicated to the project, also by email alerts system

Available in English .

2: The Method

In order to produce a job profile for the academic tutor, we (ENSTIMA) used the method in three steps explained below.

We have considered in first place that, in the lack of a substantial survey, the job profile description should therefore result from using data coming from both the “inside” and “outside” point of view.

The “inside” point of view is the description of the tutor job made by people that:

- practice this job, such as tutors, mentors, professional tutors, academic tutors, teachers ;
- or drive this job, such as head of teaching and tutoring programs ;
- or benefit from this job, such as students, pupils, trainees.

The “outside” point of view is the description of the tutor job made by people that:

- use, home, organize this job, such as teaching institutions, companies ;
- or legislate, frame or supervise this job, such as laws or rules ;
- or claim for this job to be done, such as students, pupils.

2.1 inside point of views step

The task of collecting the data for the “inside” point of view was distributed among the PROCERTU partners who were recommended to follow the guidelines described in the “WP3 Quality Chart”. This document is presented as “Annex 1” to this report and it has been published by us at the beginning of June 2008 on the project web site.

2.2 outside point of views step

We took on the task of collecting the data for the “outside” point of view, as well as compiling these information.

2.3 compilation step

Finally, ending in this report, we carried on the final task of putting two and two together.

3: The Context

In the aim of making these results reusable, we will (very) shortly make explicit the context in which they were built. Indeed, this context helps to understand the relation between learning, competences and tutoring.

3.1 constructivist and cognitive conception

We will use the constructivist and cognitive conception of learning, as developed by J. Piaget and its school of thought. In the constructivist perspective, learning is the active process of building knowledge and it is driven by the interactions one has with his environment. A knowledge is used by someone to drive and organize his own action. A knowledge is an inner representation of outer processes, objects, elements or relations. A knowledge is always personal, contextualized and time anchored, it is used to maintain the adaptation of someone to his environment.

A concept or knowledge signification is learned from the confrontation to issues or situations in which it is used. And when the new experience conflict with the “already-there” knowledge, an

accommodation process should take place, ending in a new organization of experiences, knowledge, concepts and significations (globally stated with the “representation” term in the cognitive context).

3.2 competences

According to the TUNING project, competences describe what a learner knows or is able to demonstrate after the completion of a learning process. Referring to some previous work we were involved in, and related to the conceptions developed in the DeSeCo project, we will insist here in being more explicit with the two following statements.

“Proficiency and competence rely on the use of action centered representations that associate:

- perception (collect information)
- decision (diagnosis, representation)
- action (fast, well adapted, flexible)”

“Competence is measured as a level of performance achieved in a task of satisfying a request under constraints:

- collect information about the situation
- make a diagnosis
- take a decision about what action to make
- achieve the action”

3.3 systemic analysis method

We will use also the systemic analysis method, as opposed to the Cartesian analysis method. We will analyze the tutoring situation and consider the structural elements and their relations, as well as the results that are observed or expected.

During the process of collecting data in order to define the tutoring, other than systemic analysis, some approaches that emphasize on the dynamics part in the learning process, such as the motivational approach or the pragmatic concept approach were also considered and taken in to account. Unless they bring some major discussion point in the process or results, these theories won't be cited anymore.

3.4 learning during an internship

An internship is a practical step in an educational process. It is inserted as part of a study curriculum and takes place in a chosen work environment. It is a supervised learning experience (for the trainee) aiming at the acquisition of knowledges, skills and attitudes that are mandatory to a professional practice (adapted from Villeneuve 94).

Being in an internship context is clearly not enough for the learning process to take place. In order to gain a significant knowledge acquisition, the student should get some distance with the professional situations he met, he should become aware of what he learned, then analyze and evaluate his learning. At the end, the student should be able to transfer and apply this newly acquired knowledge to new situations, which precisely defines adaptability.

The contextualization of knowledge is an important part of this process leading to significant learning. Contextualization relies on the presence of a “third party” in order to help a new mediation of experiences and reflection. The tutor should naturally assume this role.

4: The Systemic Analysis

The systemic conception leads to emphasize different point of views about an object in order to disclose components, structure, relations, functions, products, actors...

The next figure summarizes this conception. The circle in the middle represents the observed object or system. Each summit of the triangle represents a different point of view, which can possibly be named. Each side of the triangle represents a category of the results that are expected. Here are pointed out actors, functions, objects, processes and products. The triangle is a symbolization rather than a limitation: more (or less) than three point of views might be used.

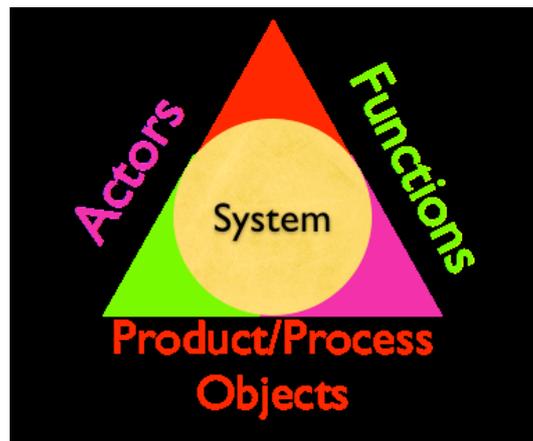


Fig.1 General scheme of systemic analysis

The next figure shows an instance of the systemic method applied to the internship object in the context of medical education.

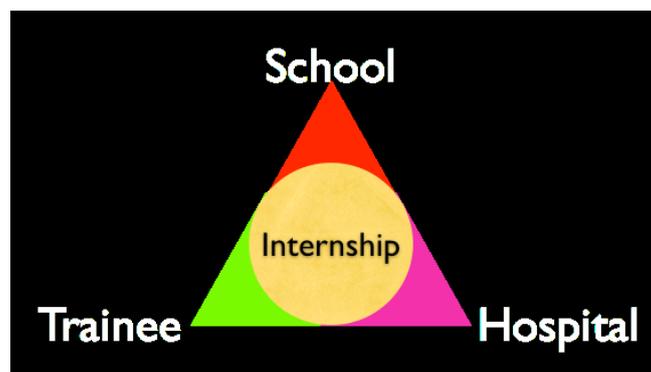


Fig 2. The “actors analysis” about the “internship” object in the context of medical education.

The different point of views shall reflect different purposes or aspects of the analyzed object. The results should stay action centered in the context of cognitive and constructivist conception of learning.

5: The Results

The result of this workpackage is a competence referential.

In the very first place, we point out the rationale of education and training of tutors, and we claim that this education is mandatory (5.1).

In the perspective of quality assurance, we state that the results of our analyzes are presented as functions, expected results or activities (5.2), expected or necessary competences for achieving the goals (5.3) and, detailed activity related knowledge, know-how or attitude/behaviour (5.4).

It must also be stressed out that a clear distinction of functions belonging to work-based and/or academic tutoring, valid at a European level, could not be elicited from the collected data. This is consistent with:

- (i) the systemic analysis that, indeed, states that tutoring is a multidimensional function.
- (ii) previous work that states that a common description grid do exist between work-based and academic tutors (Education Permanente 163/2005-2, pp 29-41).
- (iii) a very small number of articles in the litterature insist on this distinction, although the work-based tutor is widely documented (Leonardo Da Vinci previous projects, ISO 9000).

5.1 Introduction: Tutor's education and training is mandatory.

The main goal of an internship, or a practical placement, is to confront the learner with an environment and tasks that are specific to the occupation he is getting prepared to. The situations he/she meets imply that some theoretical knowledge are transferred to the practical field and articulated with know-how, attitudes and specifically adapted behaviours.

In order to make the internship a place, and a period of time, where significant learnings are made, it is important that the learner should be heartened to take some distance with his/her experience. Experiences should be analyzed and recognized as part of a learning process. The learner should refer to and use his/her theoretical knowledge, and notice the limits and conditions of their application to field experience.

This process of contextualization is enhanced by and relies on the presence of a "third party" in order to help a new mediation of experiences and reflection. The tutor should naturally assume this role. Pointing out this function/role as a foundation of the tutor job is one of the main PROCERTU result and very strongly claims that a proper education and training is necessary for tutors.

5.2 The tutor's functions

An essential competence to the tutoring function is **counselling**. This competence appears in every PROCERTU reports (often in leading position), which is consistent with all the others sources of information (litterature, systemic analysis). This competence is a precious, otherwise priceless, component of every tutoring function.

Tutors assume different functions that are oriented to help/achieve/accompany simultaneously:

- **the learner/trainee socialization**
- **the transmission and transfer of knowledge**
- **the learner/trainee qualification**

Balance between these functions may vary from country, legal, organization, local or individual case parameters. The balance naturally changes through time for one specific learner/trainee during one internship.

The following chart details the expected results and main activities related to these functions, representing the external specification of the tutor job profile.

Learner/trainee socialization	Transmission and transfer of knowledge	Learner/trainee qualification
Integrate the trainee within the company and the institution	Bring knowledge	Build a professional project (co-building)
Explain thoroughly	Explain thoroughly	Evaluate the progression in the development of skills and competences
Welcome and route/steer	Accompany the learning, either technical, disciplinary or methodological	Route/steer
Facilitate the relation between the trainee, the teacher's team and the work based tutor within the company	Be an accompanying person for the trainee in all circumstances	Harmonize the assessment methods and practices with other academic tutors
Define the mode of tutoring through the training course	Participate actively in the definition of the learner's learning course	Define the mode of evaluation of the working placement on the basis of skills referential in relation with the job prepared
Identify partner companies representing an interesting field of action for the trainees	Advise the trainee to responsibility and autonomy	Guarantee the achievement and homogeneity of the job training through a constant follow-up using specific tools
Analyse the profiles and needs of the trainees	Incite the trainee to communicate, argue, report and exchange about acquired experience and eventual problems	Evaluate the achievement of the training goals and objectives
Facilitate the integration of the trainee in the company after his graduation		

Unfortunately, none of these functions or expected results are neither elementary nor simple. All of them rely on many different knowledge and know-how that, moreover, will take different meaning according to the goal of the action.

For instance, the routing and steering that is expected from the tutor certainly refer to different knowledge, means and attitude when considered in the socialization context or in the evaluation context.

Furthermore, the country context might change drastically the global position of a tutor, as it is extensively illustrated by the report from Futurum (Poland). In this case, the tutor profile does not refer particularly to a practical placement, making the profile look like what could be called a mentor during the whole educational period.

5.3 The expected competences

Given the global functions of the tutor as above, which state explicitly the context for understanding the different competences, we can supplement the tutor's job profile and competences using the origin of the expectation. Using the three logical prescribers (tutor, learner and head of department) to analyze the tutor job profile, we can elicit the following different point of views:

- **Shared**: competences that everyone claims for in the tutor's job profile
- **Supplier**: competences that are pointed out by tutors and head of department
- **User**: competences that are pointed out by tutors and learners
- **External**: competences that are pointed out by learners and head of department

Finally, we state some competences that sound to be important but that can not appear in the elicited point of views because they are not shared.

5.3.1 Shared Expected competences.

Counselling skills (listen, dialogue, comfort, respect, trust, coach, ...)
Ability to work autonomously
Ability to reflect on one's own value system
Ability to stimulate the student to reflect in their practice
Ability to help the student to reflect over the link between theory and practice
Information management skills (ability to retrieve and analyse information from different sources)
Ability in creating good relations, to support students, assess students and create good relations between students, vocational tutors, school administration and himself
Ability to build bridges between theory and practice
Decision-making

5.3.2 Supplier Expected competences.

Ability to identify potential connections between aspects of subject knowledge and their application in educational policies and contents
Ability to recognise the diversity of learners and the complexities of the learning process
Commitment to learners' progress and achievement

5.3.3 User Expected competences.

Capacity for analysis and synthesis
Knowledge of the subject to be taught

5.3.4 External Expected competences.

Problem solving
Awareness of the need for continuous professional development

5.3.5 Important but Not Shared Expected competences.

Point of view	Tutor	Learners	Head
Not shared	Ability to manage projects for school improvement development	Awareness of the different contexts in which learning can take	Ability to question concepts and theories encountered in education

		place	studies
Not shared			Ability to evaluate educational programmes materials

5.4 The detailed activity related skills

Given the global functions and competences of the tutor as above, stating explicitly the context for understanding the different competences, we can try to specify the tutors' competences referring to the elementary skills, leading to distinguish the following activity or fields:

- Social
- Pedagogical
- Evaluation
- Management
- Administration
- Trouble shooting

The first three are directly linked to the tutor's functions, while the last three are particular skills or knowledge closely involved in the global function of counselling the tutor has.

5.4.1 Social skills:

- Be capable of approaching people openly and without prejudice
- Be aware of individual differences between learners
- Respond appropriately to individual personality types, national characteristics, age, etc
- Be able to understand problems and fears of participants
- Balance individual and group focus appropriately
- Provide learners with support and encouragement

5.4.2 Pedagogical skills:

- Maintain the motivation of the individual learner
- Keep the objectives in mind
- Managing the interaction
- Giving feedback
- Deal with different learner profiles
- Support the individual styles of learning, and learning strategies

5.4.3 Evaluation skills:

- Evaluation of the quality of the learning
- Evaluation of the student satisfaction
- Responds to students evaluation of the course
- Tracking learner progress
- Student motivation
- Giving feedback to learners

5.4.4 Management skills:

- Stress handling / frustration tolerance
- Coping with exceptionally high communication occurrence
- Time-management

5.4.5 Administration skills:

- Establishment of a business plan /controlling items
- Handling of organizational issues
- Quality management

5.4.6 Trouble shooting skills:

- Knowledge of potential problems
- Recognition of problems
- Handling of problems
- Prevention of problems

5.5 The essential knowledges

Moreover, we must emphasize some knowledge a tutor, and specifically an academic tutor, must have:

- Learning Theories
- Evaluation
- Trouble shooting
- Assessment and Certification
- Legal aspects
- Administration
- Subject specific knowledge

5.6 Europass-Curriculum vitae

Finally, this presentation of skills would not be complete without a reference to the European EUROPASS curriculum-vitae system (<http://europass.cedefop.europa.eu/europass/preview.action>), and the CompéQ referential that states detailed generic skills. Indeed, most of the CompéQ personal competences (section 1) and social competences (section 2) are obviously required for tutors (see summary chart below).

personal competences	basic personal competences	To know yourself; to identify your own strengths
		To manage your private strengths, including your health and the maintenance of your employability; to maintain your own balance, physically as well as mentally
		To feel efficient; to be confident; to show a capacity to make decisions and the ability to act within the framework of your position
		To have manual skills (to be specified according to the "Cahier des charges" if needed)
		To have artistic capacities (to be specified according to the "cahier des charges" if needed)
		To show analytical capacities
		To show synthesis capacities
		To take into account your personal interests
		To call yourself into question and agree to "let it be" if necessary
		targeted commitment
	To get organised in an autonomous way	
	To manage and control your schedule; to respect the given schedules and deadlines	
	responsible behaviour	To be committed and auto-motivated; to take on the responsibilities of your function
		To show perseverance within the framework of your function

		To do yourself what you expect from the other people; to have a personal discipline and respect it
		To resist the tensions and to manage the stress
		To accept or choose a deontological code and then to respect it; to respect an ethics; to be fair and honest
	transformation and innovation	To show curiosity, perspicacity and an initiative mind in order to facilitate the achievement of the institutional goals
		To innovate; to show creativity in coherence with your "cahier des charges"
	to maintain your employability	To be open-minded and flexible
		To have the desire of improving and to be ready to evolve
social competences	aptitudes to communicate	To communicate in an appropriate manner with your seniors in rank, your peers, your subordinates and your customers
		To communicate in oral (in your mother tongue)
		To communicate in written (in your mother tongue)
		To be able and communicate in other languages (to be specified according to the "cahier des charges")
		To be able to listen; to consider other points of view
	orientation customer	To have a good sense of the customer service (external or internal); to greet and offer products and services to the customers in the way which best fills their real needs; to have professional relationships; to make a follow-up of the customers
	ability to cooperate and work in team	To use the approaches and the teaching means adapted to your relationships with your colleagues and collaborators. Both to bring assistance to them if they need it and to exert a temporary substitution if needed
		To stand up for your ideas and ideals and to integrate those of the others; to show persuasion and enthusiasm
		To negotiate winning solutions for the various stakeholders
		To adapt to your environment
		To be able to integrate other cultures in your behaviour and your plans of action
		To develop and put forward partners networks

In order to qualify a tutor, some minimum level of competence shall be defined for each of the above items, including Europass, as well as a description of how to check this level. According to ECOJ 2008/C 111/01, there should be 8 levels, and according to ISO 9000 (2000), there should be 7 levels.

6: Annexes

The annexed documents are available on the PROCERTU web site :
<http://www.procertu.eu>.

The list of annexes is:
WP3 Quality Chart
DAA WP3 report
Futurum WP3 report

ISTP WP3 report
HEIG VD WP3 report
Gothenburg University WP3 report

7: Bibliography and references

Other than the WP3 PROCERTU partners reports that come in annexes, only the major documents that are pertinent to the project are cited. Many of these documents already have their translation in the different European languages.

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