



# The exercise of academic guidance...

Synthesis of practices observed in

**Austria**  
**France**  
**Germany**  
**Spain**  
**Poland**  
**Sweden**

## TRAINING AND EUROPEAN CERTIFICATION FOR ACADEMIC TUTORS

### PROCERTU Partners

- ▶ Austria: ENTER (European Network for Transfer and Exploitation of EU projects Results)
- ▶ France : AFNOR Certification, ENSTIMA (Ecole nationale des Techniques Industrielles et des Mines d'Alès), ISTP (Institut Supérieur des Techniques Productives) **project manager**
- ▶ Germany : DAA (Deutsche Angestellten Akademie - Institut Berlin und Brandenburg/West)
- ▶ Poland : FUTURUM (coordination of EU projects), HVSS (Higher Vocational State School in Tarnow)
- ▶ Spain : Fundacion IKERTIA, FASE NET
- ▶ Sweden : GÖTEBORG UNIVERSITET

And

- ▶ Switzerland : HEIG-VD (Haute école d'ingénierie et de Gestion du canton de Vaud)

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## 1 – The Life Long Learning and its aims,

At the Lisbon European Council in March 2000, government leaders set the EU a 10-year mission to become *the most competitive and dynamic knowledge-based economy in the world, capable of sustained economic growth with more and better jobs and greater social cohesion*

**Lifelong learning is a core element of this strategy**, central not only to competitiveness and employability but also to social inclusion, active citizenship and personal development.

Following the adoption by the Commission on 21 November 2001 of the Communication on **making a European Area of Lifelong Learning a reality**, Lifelong learning has become the guiding principle for the development of education and training policy.

The aim of Leonardo da Vinci Multilateral Projects 'Transfer of Innovation' is to improve the quality and attractiveness of the European VET system by adapting and integrating innovative content or results from previous Leonardo da Vinci Projects, or from other innovative projects into public and/or private vocational training systems and companies at the national, local, regional, or sectoral level.

In this context and taking into account these aims, we noticed that very often, in most establishments offering work-linked training, the role of academic tutor was played by a professor or lecturer who was little prepared for this new assignment.

Considering this lack of vocational training we set up the PROCERTU project. As we were 10 partners in the PROCERTU project dedicated to academic tutoring from six different countries, we decided to explore each of our six countries in order to compile the "best" practices in matter of guidance and moreover the practices, if they exist.

Through this "picture of practices" observed in several European countries, we would like to discuss about the profile and missions of the academic mentor with mentoring professionals and beneficiaries, to identify the role of the mentor in the learning and doing of learners, to understand the mechanism by which the educational skills of teachers transform them into academic mentors.

## 2- Relevant information from six partners' countries we can remind for the PROCERTU following steps

This document is a synthesis of different practices we observed in partners countries. The major question was : ***In case of existence, how academic tutoring/mentoring is organised in European countries?***

Before beginning we decided to work together on the terms : academic tutor because we understood that each partner, each country has its own definition concerning this job. What we can remind is the following **definition of the Academic tutor on which partners agreed after long discussion** :

*"A person who is a teacher and/ or researcher employed at a university or at another academic institute and in charge of several students/trainees, during the period the student is working as an apprentice in a company/ hospital/ vocational school".*

The result of our study showed there is no common approach in the six different studied countries but we can highlight a variety of practices of the academic mentoring/guidance.

### **2-1 – Some differences but a job of Academic tutor very similar**

We observed a variety of pedagogical, social and communicative skills mentioned related to educational settings, for example, to be able to inform, to listen to students, to have an openness behaviour, to manage and moderate discussions, to coach the students, to measure the students progress and to help building competencies. But what was interesting was to get information from different point of view :

- for example, their contribution to students during their practical placements and at school/ university/ training centre.

The practice followed by the academic tutor should help the students to appraise their own personal qualities and skills to work in a given profession. The students participate in the activities according to the plan agreed with the tutor that covers the subjects required by the programme of practice. Gaining professional experience and obeying the principles binding in a given workplace are two aspects presented in the survey. They should also be able to establish contacts with the representatives of the companies as future employers. In one of the answers we found the following statement :



*“The tutor objective is to develop the capability for a global approach of problems, combined with the ability of dealing with uncertainty in unstable environments. Emphasis is given to the following capabilities : to analyse, to propose improvements projects, to drive these projects and to manage people. These four skills must be applied to the four following field of an industrial manager activity : techniques, economics, organization and human resources”.*

The academic tutors/mentors need to develop analytical thinking and gain theoretical knowledge in general and in specific work related issues. When it comes to teacher students they need good knowledge in the vocational subjects as well. The skill to transfer theoretical concepts in practical application is of great importance.

Moreover, the students should develop a variety of skills so they can work independently and apply knowledge obtained during studies. Social skills are very important by tutors and they should develop the ability to communicate and to create good relations at the work place, e.g. with fellow workers in teamwork, with customers, patience and relatives to these. Skills to travel, to communicate in a foreign language and to get around without problems abroad are also one of the aspects introduced. Other skills observed are problem solving, technical documentation and discipline.

### **The academic tutor skills**

We also asked for input on **tutor skills** and found in the side a variety of other skills added to *pedagogical, social and communicative skills* mentioned:

*Administrative skills* and the ability to work efficiently with a great number of students and handle a lot of required documentation (agreements, requests for practices, record books of practices, mark cards etc) is another category of tutor skills that were mentioned.

*Professional skills*, e.g. high professionalization in the specific field, great vocational experience, specialised knowledge, vocational experience matching the syllabus of studies in a given field of study.

### **His educational methods :**

The respondents were asked to choose among ten pre-formulated alternatives of **pedagogical methods** presented in the questionnaire. We requested a selection of three of the alternatives that could be seen as the most important pedagogical methods that the *Academic Tutors* uses when they train students skills.

One of the alternatives is “sticking out” as the most popular. “Group training of participants for the experience of exchange” is one of the three in the top of the list that focus on the connection with experiential and workplace related issues. In the bottom of the “popular list” we find among others “computer based learning”, “individual training” and “skill training”. Comments from the respondents revealed some additional important pedagogical methods, e.g. vocational conferences, meetings, case studies, instructions, portfolios and individual seminars projects.

### **The types of educational tools used by tutors :**

The *Academic Tutors* need tools to develop student knowledge and understanding and the ability to value and behave accordingly.

We found tools that might be connected to *education and didactics* such as : *face to face courses; managing student discussions and work groups and individual interviews with students.*

We also found additional tools (and perhaps more traditional ones) presented are rhetoric's and literature. In the answers, we also found some tools in the *educational technology* sector : Internet; online learning platforms; ICT and open communication methodology. We give a citation below from one of the respondents:

*“Tutors have to make the student applying specific tools aiming at structuring their approach of complexity. There are three main tools: "Questioning" which is a series of questions to help the student running a global analysis of problem, identify objectives, set priorities etc; "Plan of action" including the tracing of competence acquisition; "Justification Sheet" pushing the student for a given action to analyze before, select optimum solution, asses the results, assess the competence gained in running the action”.*

Some *documentation tools* mentioned are : feedback documents; evaluation instruments; check lists; journal of reflections; portfolio and internship report supervision.

Other answers correspond to the importance of bringing *criteria* of different kind to the surface in the dialogue with students: criteria of (self-) appraisal of the student; criteria for the appraisal of the quality of education.



## 2-2- Very few training dedicated to academic tutors/mentors

Globally, we can highlight that it is an exception if there is any particular courses/ training programme for those who practice academic tutoring. Otherwise, many persons met or questioned about it, answered they planned for such training in the future.

Half of the number of organisations approached, said that the academic tutors have a job description for their position as an academic tutor.

## 2-3 - The recognition as Academic Tutor

At this stage, we knew that there did not exist any certification that we could register.

In our exploration, we asked for the interest in certifying Academic Tutors.

Among other the following benefits were mentioned in the survey results: a) to be recognized as a professional in the role of *Academic Tutor* that in fact has a lot of responsibility, b) the level of the education of the *Academic Tutors* will be raised, the motivation for tutors self-improvement will improve and the opportunity of participating in training and courses will increase, c) a formal skill recognition and higher prestige and d) standardisation of procedures and requirements and a transparency from an international point of view could be other benefits.

Drawbacks could be costs, time consuming and too much administration (regulations, restrictions) or adding new responsibilities without an extra income. In one answer it was said that: *"The certificates may make the group of Academic Tutors hermetic."* Others asked us to *"be careful not to standardize too much the tutor's activities and postures, since he has to deal with many variables with large level of uncertainty"*.

An additional question concerning the interest in certifying *Academic Tutors* was presented in the questionnaire. The response should in this case be given on a scale from "Very low interest" to "Very high interest". We found that the view on this issue was divided in the group of respondents with a favour for "the interest side" of the scale.

In the third question about certification of *Academic Tutors* we asked for the opinion on certification related to the possibility of employment. Some of the respondents were not certain that a certification of *Academic Tutor* skills should strengthen the possibility of employment of the Academic Tutors. Only five answers stated this fact, while 61% of the answers (eleven responses) didn't know and two answers said "No".

Considering this point of view, PROCERTU partners decided there was probably something to do in that skills' field.

**Procertu consortium thought that Europe really needs works about academic tutoring**

- **tutor job profile**
- **training programme**
- **skills certification tools**



# AUSTRIA

## A lack of established tutoring method

Practical placements are more common in the curricula of Universities of Applied Sciences in Austria. They offer different fields of studies including business, economics, technical engineering and they focus on an education closely related to working life hence they require practical placements either at national or even international level. The practical placements mostly aim to prepare the basis for bachelor or master theses and therefore include a specific work project.

The Universities of Applied Sciences provide guidelines for students how to do the practical placement. In these guidelines we also find the responsibilities for the tutors even if they don't have specific guidelines for themselves. Teacher education is offered by the main University College and includes some guidelines in the curricula but not as detailed as in the guidelines by Universities of Applied Sciences.

Usually the tutoring process takes place in meetings with the individual student or in groups. Sometimes it is in form of a so called "seminar to practical placement" where the students receive general information about project management, documentation, and communication, frame conditions of practical placements and possible problems that can occur at the working place. Additionally the seminars also serve as feedback place where students can exchange their experiences and problems can be solved with guidance from the tutor. Beside the tutor some institutions provide support in form of "practical placement support offices". The staff of these offices deals with administrative issues and does not take the role of the tutor. It is to compare with e.g. international offices at universities that deal with Erasmus mobility programmes.

No specific training for academic tutors

No certification offered.

The academic tutor is the main contact person while doing a practical placement in an external institution.

He/she is the contact person in case of problems in the field of knowledge, organisation, administration and social skills.

He/she is responsible for evaluation and certification of project work, practical placement and documentation (e.g. reports).

Is the support and motivation of the student in regards to learning experiences and vocational orientation.

Usually the reflection process takes place in meetings with tutor and student. Another opportunity is a discussion and exchange in a group with more students. The direct exchange with other students doing also a practical placement can help to enlarge the own perspective. Also from tutor's perspective the group work can be very useful. Often students talk more relaxed in a group of students than only with the tutor. The learning objectives of tutoring focus on improving the students' independence and self-responsibility. Not only the discussions but also very open and flexible organisational structures make this task possible.

In both cases there is a wide range of flexibility and creativity left for the tutor himself/herself. In fact, tutors have to create their work as tutors individually. The fact that there is no established tutoring method has an ambivalent character. On the one hand it is impossible to implement evaluation procedures to assure quality in the tutoring process. Because tutors have no specific training and there are no prescribed contents they do not have to follow specific quality criteria. On the other hand tutors have many opportunities to arrange their work in a very flexible and creative way that can be benefit the students.

Beside of the guidance and role as contact person it seems that tutors spend much time in preparing the students for the proper documentation of their experience. This is the way to evaluate their practical placement. The evaluation is usually done in cooperation between student, tutor and supervisor at the working place.

An important element of the learning process is the reflection of activities and experiences during the practical placement. The tutor offers the opportunity to reflect together with the student formal and informal learning processes as well as to encourage the student to self-reflection. This process is supposed to include different levels:

- Personal level: to strengthen self confidence, to make visible own competencies, to encourage student to look for individual way of life
- Career level: to improve understanding of organisational structures and mechanisms
- Qualification level: to reflect and analyse the acquirement of knowledge, skills and working techniques

There is no specific training to become a tutor in Austria. Tutors are professors or study assistants, who work as tutors beside their normal work. But there are only a few fields of study that include a practical placement in the curriculum. (e.g. in the field of education, teaching, business and economics, engineering) Tutors have experiences in the work with students. They are teaching and in the best case they also have experience in the vocational field. But basically there are no requirements to become academic tutor.

# FRANCE

Interesting practices in academic tutoring  
No "official" training for academic tutoring but some organizations do it!  
No certification offered.

The academic tutor is the main contact person while learners doing a period within a company/ an external institution (apprenticeship, work placement)

He(she) Integrate the trainee  
Permit the development and the transfer of skills during the working placement  
Assess the skills of the trainee.

Tutoring represents a very interesting field of pedagogical investigations for all sort of organisations about the role of the teacher and the new pedagogical practices.

## Academic mentoring : a function short of recognition

The part-time training also called, alternation training, knew for few years in France a great development in the field of higher education due to a need of change of the institutions –universities, engineering schools, business schools, training institutions - and to a need of accompanying the companies undergoing massive changes.

French education knew a great will of answering the precise needs of the labour market in terms of skills and of proposing training paths in accordance to the needs. Moreover, the training of people in the frame of training or further training – life long learning gives greater place to personalized training paths, tutoring of trainees, and training paths more and more professionalizing.

These new educational practices are not always supported by the necessary resources, and when the resource exists, the question of recognizing and valorisation of the activity of tutor is asked. Some universities point the fact there is a blatant imbalance between human and professional investment necessary for mentoring and the unattractive remuneration and recognition. In the French "Grandes Ecoles", the recognition of a teacher is based on his research activities, not on eventual mentoring activities.

Besides, some organisations have decided to open the alternation training to all teachers and to pay them the same amount than for practical work hours. This solution is also useful against a two-tier training between theoretical and alternation training.

The (academic) tutor accompanies the trainees, apprentices in the case of sandwich courses, also helps the trainees to build his/ her own skills between courses and work activities within companies.

In that case, academic tutors should well know what means guidance/ tutoring, its stakes and aims and also its constraints.

The academic tutor should also work directly with the tutors within company in the framework of the company's strategy. The aims are :

- to help trainees to understand their vocational environment
- to assess the trainee in relation with the tutor in company
- The academic tutor can also compare himself/ herself with other trainees, help to stand back from his professional situation and his skills

Concerning the strengths of tutoring methods in France, what we can say is some training centres are very competent in that field; they worked on the tutoring methods, organised meetings on that subject, do research on that thematic.

They worked on it because they need to be successful in their educational approach with learners.

Among weaknesses we saw during our study, we noticed that French teachers/ professors more often don't have enough experience of the working life and the company rules because they never worked on that field directly; in that case they need to be legitimate when they go to companies to discuss with the on the job training tutors. We also noticed some limits with the appropriateness of cognitive dimensions coming from the work activities.

As good practices, we noticed for example that some training centres recruited persons from companies to become academic tutors/mentors. These people coming from companies where they held functions in relation with the job prepared by trainees, are able to pass on work experiences. Some people spoke about "interbreeding and weaving educational methods" when they evoke the student / trainee counselling/ guidance.

Concerning the training, for example by the project manager of PROCERTU, in ISTP, we noticed that academic mentors are trained thanks to a sort of guild, from another organization in charge of apprenticeship contracts called a "CFA". Tutors can also go to companies with others tutors who are involved in ISTP for several years, They are trained on the assessment tools produced by the ISTP to evaluate the trainees.

Some organizations arranged meetings between their partners to make their tutors exchange good practices on the subject; they also produced specific documentation on this theme that's why we think there is a real opportunity to launch a formal training path and a skills recognition in that field.



# GERMANY

No general approach of the academic guidance

Training or a standard for qualification and status is not in use  
For the Bologna Centre in Germany (Hochschulrektorenkonferenz), the tutor, they call "work based", is to be found in all distant-learning programs and they can't work without a tutor.

In distant learning offers like in the given example: "Distant-learning Academy for Adults", tutors are a real important part of the study plans

the development of a an European concept for trainers is necessary for competent on-line teachers



## E-Tutoring in Germany : some references

In Germany we won't find a general approach for an academic tutor. We have universities which have a definition and so the tutors are a real part of the studies, and we also find universities which uses tutors without regulation.

The only exception we noticed is the Heidelberger Model. This model is interesting for the job profile, the placement and the training of tutors (here academic tutors and more). The developments and changes in training and education at the universities are the starting point of this summary. In general the older ideas about "education through science" shall be replaced. The new understanding is that new personal competences, so called key-competences must be added to the classical competences in science and research. Hereby a strong aspect of quality management is emphasized. The pilot model stresses the importance of this competences not only for graduates in their future role as managers, but as well and especially for the staff at the universities. For these two groups the model offers modules and curricula's specially for students of BA and MA studies.

The offer is a study plan with an integrated program for tutors. The program for tutors is focused on students of higher semesters or graduates and consists of several modules. On one hand they get training for their study field and on the other hand modules for the training of "key-competences".

### Concerning the tutor job profile

It is a short press notice about the tutors as a „centrepiece“ in the MBA distant-learning study of the "Open University", the biggest British distant-learning university. A tutor working in one of the programs is quoted: " As a tutor you have to be absolutely competent in your field, but personal competences e.g. a sure instinct for the time problems or other problems of your students, or the ability to praise and support, are as important".

This is interesting for the tutor job profile as well as for a time scheme. In the tutorial programme of the study field Urologie at the University of Tübingen, the tutor is working as a part of the structure of this study field, mainly as a support of a professor. Working with small groups "located" in a certain time of the study programme : e.g. as a support in the clinical study phase of the students and additional to a multi-media based study program in Urologie.

### The academic tutors/mentors' skills :

The "Institute for the Research of Media and Competences" (MMB) gives 10 Trends for E-learning in vocational training. In one article, we read : "Tutors will become essential for the learning process".

In a study plan for PhD studies at the University of Hamburg, study field Psychology, they mention so called tutorials as one possible part of the studies offered by students of higher semesters and special qualifications or persons who are graduates. They are under the responsibility of the professors who actually do the specific lesson. This is important, as it shows, that there are universities who really mention the tutors and give them an own status and define at least the needed qualifications. This is an exception at German Universities.

An interesting comparison is available in the Leonardo project "European E-Tutor".<sup>1</sup> On page 7, the certification and qualification process is named. To enhance the quality process the partners of the project separated the two divisions on the organisational level. For the qualifications of the E- /or Tele-Tutor they had a modular oriented programme. On page 10 the module: "Development of study plan competences" is given as an example. In a recent project titled : "Requirements for Tele -Tutors in vocational training", the national institute for vocational training (BIBB) showed that for the support of the learning process, the tutors not only have to have a fundamental knowledge of their study field but in the same way they also must be able to give the students personal support and motivation. They must be up to date with current theories of education and didactic whereas the required IT competence is a must have.

<sup>1</sup> URL: [www.european-e-tutor.net/html/project\\_focus.htm](http://www.european-e-tutor.net/html/project_focus.htm)

# POLAND

No specific training  
No recognition/ certification of skills.

The academic tutors is

A permanent employee with a given number of hours to realize his tasks

Concerning qualifications he/she is a person with master degree consistent with or similar to vocational guidance

A person with master different from vocational guidance but with postgraduate studies in the field of vocational guidance or human resources management with accomplished course of vocational guidance

The working time of a tutor should amount on 20 hours per week

The psychological qualifications of a tutor:

- communicativeness
- respect to the student's autonomy
- inspiring student's trust, discretion, empathy
- ability to cooperate
- awareness of own limitations

## A lifelong guidance

Polish tutoring system was significantly developed since it was announced that Poland would join the EU (Poland applied for the accession in April 1994 and entered the EU in May 2004). There was a need to adjust our system to the ones that already existed in other EU countries.

Tutoring is realized on each stage of education process, starting at primary school, up to the university. For a pupil, first contact with tutoring takes place in his last school year at primary school – each class attends a compulsory visit to an institution called Psychological and Pedagogical Counselling Centre. The meeting concentrates on giving the pupils advice about their future profession which helps them to choose further educational path.

In the secondary education there are vocational schools, where on-the-job training is compulsory and general secondary schools that prepare only for university studies and thus the practical training is not obligatory. Vocational schools have at least one tutor for four-five schools at their disposal. All the tutors are acknowledged and belong to the Interschool Centre of Professional Tutoring that has a branch in each provincial capital city (there are 16 provinces / voivodships in Poland). They serve as advisory, supporting and controlling bodies for the students attending practical training and help them also choose appropriate university or look for a job in case they do not wish to continue formal education. For general secondary schools' students, there are several institutions they may ask for help in terms of tutoring / career planning: each school has its own educator, who is, among others, in charge of vocational guidance; they may also visit Youth Career Centre working under the supervision of local municipality. They attend also meetings with professional vocational tutors at school and open days at companies and universities.

At the universities, tutoring belongs the most often to the tasks of Academic Career Centres. Like at the secondary level, there are universities, where practical training is compulsory (like for instance medical, technical or pedagogical universities) and the ones, where it is not. Anyway, even if the students are not compelled to do the training, they are willing to do it because they are aware that their employment chances increase in this way. The issue of tutoring is described in the following way:

1. Function of tutoring:

- a. research and diagnosis
- b. support
- c. information
- d. control and evaluation

2. Targets (should be: measurable, described in a comprehensive and detailed way, scheduled, attainable and understandable for both sides of tutoring process (for tutor and person being tutored)):

- a. preparation of students for accurate choice of profession, working on individual career path
- b. preparation of students to deal with difficult situations like: unemployment, health problems, adaptation to new work conditions and mobility requirements, preparation to the role of employee, help to teachers regarding the subjects connected with professional future of students support of actions taken by university, aiming at optimum educational and professional development of a student.

The tutor assists his students by choosing a company where they will attend the training. He manages a database of contacts to the companies, which allows him to have up-to-date knowledge about opened positions and react quickly to the changing need of labour market. He follows the professional progress of a student; however, this is not always the rule. The role of career offices of the universities is sometimes limited to guidance only at the university and once the student starts his practical training, he is only under the supervision of company tutor. It is also worth mentioning that a tutor is not a teacher, which means he is an employee of educational system, but does not run regular classes as the other teachers do. Summing up, there are guidelines, law regulations and instructions issued by Ministry of Education. However, it is advised that each tutor should work on his own work concept, basing on the above mentioned rules. It is assumed that a person with appropriate qualifications will not expect a ready recipe how to do this, but will be able to present an individual approach.





# SPAIN

No real training path for academic mentors.  
No recognition of their skills

Two different levels of tutoring in Spain : a traditional tutoring and an integrated tutoring

The tutor's fundamental skills should be :

- To know how to listen (and not to hear)
- Be self-confident
- Be responsible for his opinions
- Take decisions
- Be related with other colleagues
- Be well trained in front of the changes
- Be auto sufficient
- Take initiatives
- know how to work with each others

Anyway the tutor will be part of the teachers' group and does not have to be specially prepared to the tasks he will have to develop.

The charge of this extra work is definitely not considered and paid.



## Academic guidance : different levels in practice

It is obvious that the tutoring system in Spain has been developed since the moment the educational system realised that a professional internship in companies was obligatory for many students.

In Spain we noticed two different levels of tutoring which in fact have a lot in common. The first one was what was considered the tutoring before and the second one is what is nowadays a good tutoring. Between both, we can define a higher implication from the tutor, he should guide his student in all his tasks of training and his professional future. He is not only to solve problems of academic contents or methodologies. He is also to help in the process of guidance, to achieve competences and professional skills....

In a European network where a lot of objectives should be designed with a global overview, the academic tutor will achieve an essential role in the new scenario. Till now, the teacher is not only a transmitter of knowledge, and a reference for the student. He is also the person in charge of the guidance of the student's future life, principally academic but also professional and personal life.

The new systems in universities will ask for people much more professional and able to speak foreign languages, to work with TIC' s and new technologies, who will travel and interchange...

Basically, the tutor has to help the student in the whole process of education. From the very technical way as in a Master class till the very practical way as in a Seminary or a Project work, the tutor gives to his trainee the opportunity to be led and advised. The tutor should be present during all the curricula of the student. He must be the person responsible and the confident for the student.

From the point of view of a direction staff, the tutor must be helped in his task, and his job should be taken into account from the beginning as something extremely important and in which the teachers have to receive a special timetable and probably a special training and certification. It is as well obviously a work that must be led from the group of teachers who are part of the team.

On the other part, they define clearly how is the professional profile of a tutor from a psychological point of view. On the other hand, in we have a look how they consider the tutor's role in the professional school and training institute, we could find tutoring forward planning as this one : basically in a two years- studies, the tutor, however he is present in both studying years, plays the role as an academic tutor when the students have their experiences outside the school as internship. During the second year, the tutor will be the responsible person in charge of their work in the companies.

His tasks are to choose the companies where they will go; to elaborate the training programme of the whole module, collaborating with the person in charge in the company; presentation and contracting in the companies; to present the student to the company and delivery of all the documents; to visit regularly the person in charge of the student in the company so that they can interchange opinions and control the right development of the training programme which has to fit with the training at school; to evaluate this module so that it can take part of the general programme of the studies

- to elaborate details and statistics so that they gather information of the good practices.

We have to quote a very important reflection about the term "academic tutor" in Spain. We call with the same name, the teacher online during a training course via internet, because this person is not considered a real teacher as he is not present during the whole period of training. The fact that he has tutoring meeting with his students through the computer system, oblige us to use the word tutor and not professor or teacher.



# SWEDEN

## Academic tutors trained for nurse education

The academic tutor is a teacher/ researcher employed at a university, in charge of several students/trainees. He is a link, a bridge between the university and working life. The supervisor is in charge of a student having practice in a company (or a hospital or a school). The academic teacher is in charge of several students during their academic education.

More often, the academic tutor is an employee at the university. He can also work as a university teacher (some of those teachers are mainly working with the e-learning) and some of them are working with career advisory.

An important element of the learning process is the reflection of activities and experiences during the practical placement. It is an opportunity to reflect on formal and informal learning processes as well as self reflection on three different levels: personal, career and qualification levels. This reflection can also include the transfer from theory to practice and the transfer from practice to theory. The tutor has to help the student in the whole process of education.

Usually academic tutors have at least a MA related to the vocation that they are tutoring in.

The Swedish partner chose to upload three syllabus documents from the university level where tutoring is in focus. Two of these came from the health sector (nurse education) and one from the behavioural sector (psychotherapy). These are examples and show important learning outcomes when discussing academic tutoring in Sweden.

Training path in the health sector  
No skills' certification

The academic mentor is helping the students to reflect on the work they are doing when they have practice, e.g. to understand the theoretical knowledge about the profession and the transfer from theory to practice.

To be able to reflect, the students have studied learning and communication theories when they are at the university/college. The academic tutors are responsible lecturers for those studies.

### 1 Synthesis from the monitoring action

In an attempt to make a condensation of the learning outcomes from the three syllabuses the following synthesis could be made.

#### 1.1 About knowledge and understanding

The tutor should be able to describe

- theoretical perspectives on learning and knowledge related to development of the profession
- and discuss the professional tutoring according to pedagogical models and theories
- and discuss the development of competence of nurses related to different theoretical perspectives
- different theories and models of tutoring

#### 1.2 About skills and competences

- analyze and reflect on his/hers action as a tutor in a learning process between students and colleagues
- show knowledge about and insight in the importance of communication and dialogue in the learning process
- orally and in writing describe pedagogical strategies/structures and/or approaches as basis for student tutoring in the practical part of the program
- look for information and apply evidence based knowledge as a foundation for tutoring
- understand the dynamics and processes in the tutoring situation both individually and in group
- reflect and plan the process of tutoring in relation to the professional field
- communicate and apply knowledge about emotional processes in learning and the importance of pedagogic in the process of academic tutoring

The tutor should be able to

- reflect on views on knowledge and learning in professional development
- reflect on the meaning of professional attitudes and values according to student and colleagues
- reflect on the role of tutoring





## Towards an European strategy in matter of guidance...



After having focused on academic mentoring practices, we entered a new step of the project: to build the answer to the needs of professionalization of academic tutors/ mentors

**An European Academic tutor job profile**

Identifying the different aspects of the PROCERTU project, the partners agreed to offer a real training and certification offer dedicated to academic mentors/ tutors.

The first step towards this new offer registered in the Lifelong learning process, began with the **academic tutor job profile**.



The following step consists to set up a training programme dedicated and also a certification reference framework in order to attribute skills certificates to academic tutors declared as competent

A process certification will be also designed.

The final objective is to gain European recognition for the skills of mentoring professionals in work linked training and apprenticeship establishments and to contribute to the Lifelong learning aims.