

### ACTIVITY A1: Preparation

Tasks (T)	Competencies (C)
<b>A1T1: Participate in recruitment</b>	<b>C1:</b> Take legal framework into account
	<b>C2:</b> Propose selection criteria
	<b>C3:</b> Adapt company opportunities and profile of candidate sought
	<b>C4:</b> Participate in selection

Tasks (T)	Competencies (C)
<b>A1T2: Get information on person selected and, if need be, on training plan</b>	<b>C1:</b> Establish relations internally and externally with all persons holding information.
	<b>C2:</b> Clarify information concerning the background, experience and expectations of person to be selected
	<b>C3:</b> Specify, if need be, role sharing between tutor and training centre(s)
	<b>C4:</b> Exchange information with all representatives

Tasks (T)	Competencies (C)
<b>A1T3: Define an inclusion background and/or training background</b>	<b>C1:</b> Pinpoint the requirements and conditions for the tutor's success in the task, particularly so as to develop commitment from the person to be selected
	<b>C2:</b> Identify the representatives and their roles, and give them relevant information concerning the person
	<b>C3:</b> Build a personalised training course



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

### ACTIVITY A2: Reception

Tasks (T)	Competencies (C)
<b>A2T5: Coordinate visit to company and present staff and colleagues</b>	<b>C1:</b> Discuss with tutee the work contract objectives, rights and duties (those of the tutee and of the employer) and his professional ambitions in order to assist integration in the company/profession
	<b>C2:</b> Explain the company and its environment (company's position in the sector, simplified organigram of the company or of site, major job functions, relationship to job functions, etc.)
	<b>C3:</b> Present the team, human resources, their role as tutor
	<b>C4:</b> Explain specific practices and applications of the company or of the profession

Tasks (T)	Competencies (C)
<b>A2T6: Present the post, the work expected, the general conditions (internal code of conduct, security regulations, etc.) and locate the target job in the company's production process</b>	<b>C1:</b> Explain what the company and the team expect from the tutor (company requirements criteria, desired behaviour, etc.)
	<b>C2:</b> Specify the objectives of his work in the company
	<b>C3:</b> Present the job(s) or post(s) to which the tutee shall be introduced in the production process and in the course of overall training (work and/or training: With whom? How? Why?)
	<b>C4:</b> Give information about health & safety regulations and respecting environment
	<b>C5:</b> Explain how to handle safety equipment

	Competencies
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Tasks (T)	(C)
<b>A2T7:</b> <b>Present part-time plan, if the case arises</b>	<b>C1:</b> Identify and explain to the tutoree the responsibilities with regard to different partners in the implementation and successful completion of his training course.
	<b>C2:</b> Identify and explain to the tutoree the methods of liaison between the company and the training provider
	<b>C3:</b> Inform him, if necessary, about training structure and about the organisation and its positioning in the sector

### ACTIVITY A3: Training

Tasks (T)	Competencies (C)
<b>A3T8.</b> <b>Organise progression in learning</b>	<b>C1:</b> <i>Identify the content and objectives of training reference system for the tutoree in order to suggest appropriate tasks for him</i>
	<b>C2:</b> <i>Determine which tasks may be assigned to the tutoree taking into account: the degree of complexity; the tutoree's experience and potential Production/site requirements/constraints</i>
	<b>C3:</b> Organise selected tasks in a logical, articulated and progressive training course

Tasks (T)	Competencies (C)
<b>A3T9:</b> <b>Train on the job</b>	<b>C1:</b> Explain to the tutoree the task he is required to undertake (objectives, stages, situation in the production process) and the expectations in terms of quality, while also showing and explaining how to use technical equipment
	<b>C2:</b> <b>Break down an activity (simple, complex) into different stages to facilitate the tutoree's mastery of it</b>
	<b>C3:</b> <b>Demonstrate and explain the most appropriate posture for carrying out a task</b>
	<b>C4:</b> <b>Select appropriate documentary reference material and explain it to the tutoree.</b>
	<b>C5:</b> <b>Use straightforward language with the tutoree and define any technical terms that are specific to the job.</b>

Tasks (T)	Competencies (C)
A3T10 Make aware of regulatory aspects regarding health and safety (official and everyday)	Describe and explain the company's established health and safety rules and procedures
	C2: Explain how to handle safety equipment
	C3: Engage the tutoree and ensure he is aware of his responsibilities regarding health and safety at work and regarding observance of regulations.

Tasks (T)	Competencies (C)
A3T11 Review with tutoree the procedures and techniques used once work as been completed	C1: Check the tutoree's understanding at each stage and ensure that he correctly applies ideas learnt in real situations
	C2: Encourage the tutoree to develop a critical attitude with regard to his own performance
	C3: Identify problematic situations, give corrections and advice

Tasks (T)	Competencies (C)
A3T12 Participate, if need be, in creation of company/training centre synergy to ensure learning consistency	C1: Find out about training undertaken by tutoree (type: qualification, certification, part-time: Trainer, contacts, training reference, tutoree's company/training centre work connections, nature of qualification examinations/training evaluation, etc.)
	C2: Inform training centre of in-company training timetable and of training plan, provide information about anticipated learning progression in training centre in order to check on learning consistency
	C3: Prepare and distribute liaison documents to report on what has been learnt, and on progress and difficulties encountered

Tasks (T)	Competencies (C)
A3T13 Ensure monitoring takes place (job evolution/technology/continuous training)	C1: Keep informed of new machinery, new manufacturing procedures, technological change and training for such change (method: Self-training – resources: Internet, specialist literature, etc.)
	C2: Keep informed of job evolution
	C3: Keep his own training updated, analyse his own practices as a tutor and his methods.

## ACTIVITY A4: Evaluation

Tasks (T)	Competencies (C)
<b>A4T14</b> <b>Propose training evaluation throughout the course</b>	<b>C1:</b> Prepare tools necessary for on-the-job evaluation
	<b>C2:</b> Check understanding and application of points studied, systematically measure what has been learnt in professional terms and correct mistakes
	<b>C3:</b> Suggest possible remedies (short-term) and solutions to be implemented in the future

Tasks (T)	Competencies (C)
<b>A4T15</b> <b>Devise realistic evaluation scenarios, based on competency logic</b>	<b>C1:</b> Prepare the necessary tools for evaluation basing the process on competency logic and on criteria defined according to the training organism and/or certification objectives,
	<b>C2:</b> Systematically measure what has been learnt in professional terms with regard to the company's requirements/the certification objectives
	<b>C3:</b> Provide documentation related to the tutoree's results to form a dossier corresponding to certification requirements

Tasks (T)	Competencies (C)
<b>A4T16</b> <b>Prepare (or participate in preparation of) a report at end of course and provide the necessary informative documentation</b>	<b>C1:</b> Conduct an interview to discuss end of course report
	<b>C2:</b> Review results with regard to professional criteria (job, integration in the company) and/or, if need be, with regard to the relevant qualification
	<b>C3:</b> Produce a follow-up/evaluation dossier of results from tutorship meeting and, if needs be, with training establishment

Tasks (T)	Competencies (C)
<b>A4T17</b> <b>Appraise the results obtained by the tutoree</b>	<b>C1:</b> Perform a positive appraisal, turn errors to good account, appraise all progress achieved
	<b>C2:</b> Endorse what the tutoree has learnt with certificates, accreditation or some other kind of recognition
	<b>C3:</b> Direct, inform and guide the tutoree towards a person/resource structure for possible candidature for supplementary qualifications (exams, accreditation of experience, distinction, etc.)
	<b>C4:</b> Devise with the tutoree a "roadmap" and/or prospects for evolution

## **ACTIVITY A5: Supplementary activity (transversal activities)**

<b>Tasks (T)</b>	<b>Competencies (C)</b>
<b>A5T18 Facilitate integration in team and work station</b>	<b>C1: Identify, from training plan, the people and services that the tutoree will be connected with</b>
	<b>C2: Explain to the tutoree what he may expect from the people in his work environment</b>
	<b>C3: Specify the expectations of the company, of colleagues, of the tutor, both in terms of quality of work and in terms of social behaviour</b>
	<b>C4: Prepare and make available to the tutoree useful documentation about the company for reference purposes</b>

<b>Tasks (T)</b>	<b>Competencies (C)</b>
<b>A5T19 Hold regular follow-up meetings and monitor the course</b>	<b>C1: Prepare a calendar of meetings and a keep a record book of meetings with the tutoree</b>
	<b>C2: Gather, before each meeting, information related to progress and difficulties encountered by the tutoree</b>
	<b>C3: Hold meeting, check the tutoree's understanding of the situation and formalise results of the meeting</b>

<b>Tasks (T)</b>	<b>Competencies (C)</b>
<b>A5T20 Prepare and give information on tools necessary for course follow-up</b>	<b>C1: Identify documents required for each party then prepare documents for course follow-up</b>
	<b>C2: Distribute follow-up documents</b>

Tasks (T)	Competencies (C)
<b>A5T21</b> Participate in setting up favourable conditions for acquisition of know-how and development of independence of person selected	<b>C1: Help him get his bearings (in the company and in the context of his training) by specifying all functionalities right from the beginning</b>
	<b>C2: Recommend an appropriate degree of teaching mediation for the tutoree</b>
	<b>C3: Recommend to the tutoree the pedagogical situations and personal interactions that will facilitate his self-evaluation</b>

Tasks (T)	Competencies (C)
<b>A5T22</b> Direct towards relevant representatives if necessary	<b>C1 : Identify, for both internal and external persons, the authorities, services and organisms that are likely to be able to help the tutoree with difficulties (social, financial, cognitive or psychological)</b>
	<b>C2: Identify the tutoree's learning difficulties</b>
	<b>C3: Recommend, if necessary, a relevant representative to help the tutoree with his difficulties</b>

Tasks (T)	Competencies (C)
<b>A5T23</b> Report to hierarchy, or to training centre if need be, on developments, progress and results	<b>C1: Prepare liaison documents and release of information</b>
	<b>C2: Inform on progress and difficulties. Have results confirmed</b>