

ACTIVITY A1: Preparation

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

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

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



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

ACTIVITY A2: Reception

Tasks (T)	Competencies (C)
A2T5: Coordinate visit to company and present staff and colleagues	C1: 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
	C2: Explain the company and its environment (company's position in the sector, simplified organigram of the company or of site, major job functions, relationship to job functions, etc.)
	C3: Present the team, human resources, their role as tutor
	C4: Explain specific practices and applications of the company or of the profession

Tasks (T)	Competencies (C)
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	C1: Explain what the company and the team expect from the tutor (company requirements criteria, desired behaviour, etc.)
	C2: Specify the objectives of his work in the company
	C3: 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?)
	C4: Give information about health & safety regulations and respecting environment
	C5: Explain how to handle safety equipment

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

ACTIVITY A3: Training

Tasks (T)	Competencies (C)
A3T8. Organise progression in learning	C1: <i>Identify the content and objectives of training reference system for the tutoree in order to suggest appropriate tasks for him</i>
	C2: <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>
	C3: Organise selected tasks in a logical, articulated and progressive training course

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

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

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

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

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

ACTIVITY A5: Supplementary activity (transversal activities)

Tasks (T)	Competencies (C)
A5T18 Facilitate integration in team and work station	C1: Identify, from training plan, the people and services that the tutoree will be connected with
	C2: Explain to the tutoree what he may expect from the people in his work environment
	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
	C4: Prepare and make available to the tutoree useful documentation about the company for reference purposes

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

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

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

Tasks (T)	Competencies (C)
A5T22 Direct towards relevant representatives if necessary	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)
	C2: Identify the tutoree's learning difficulties
	C3: Recommend, if necessary, a relevant representative to help the tutoree with his difficulties

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