



# PAINT UP



Paint Tutors Up:  
Reinforcing the role of Small and Medium  
Painting Tutors in Work Based Learning



## Company Tutors Guide for an Efficient Apprenticeship

In order to boost skills and employability and to improve attractiveness of the Painting/Decorating sector, the role of the tutor is crucial.

This is why some aspects along the apprenticeship process must be considered.

Company Tutors will find in this guide some useful tips.



## As a Company Tutor, your role is to

train and follow the apprentice within the company all along his/her apprenticeship period. You expect the apprentice:

- To show interest in the work process
- To integrate well into the company
- To perfectly communicate with colleagues and clients
- To be autonomous during his/her apprenticeship

## As an apprentice, the new environ-

ment is unknown because:

- He/she does not know the dynamic of an alternate training place (VET school/ Company)
- He/she does not have experience in a Painting company workplace
- He/she ignores the expectations of his/her tutor



These factors, if not well controlled by the Tutor, often cause problems of disagreeable work, lack of motivation, discontent and loss of interest in the learning process.

As a Company Tutor, you can be of much help at the beginning of the apprenticeship to encourage the apprentice and to prevent problems which could occur, using a good communication. In this guide you can find some tips concerning the recruitment, the welcoming process, the training and the evaluation of an apprentice which can be easily realised to make apprenticeship more efficient along all the whole apprenticeship process.

# 1

## Preparing for the arrival of the apprentice at the Painting company

- Take notes during the interview: *he/she will understand that when you give attention to him/her, you take seriously your role of tutor and you expect the same in return.*
- Firstly, ask to the apprentice which prior learning he/she has: *this will help you to get enough information to make it easier to set up his/her programme.*
- Provide a company profile to the apprentice: *he/she will understand the company's activities and the specific tasks he/she will required to carry out.*
- Be ready to ask the apprentice's expectations and check his/her awareness of the job description: *this will give you the opportunity to detect anomalies with expectations and correct them at an early stage.*
- Verify the formal documents required: *apprenticeship contract, insurances, training regulation etc.*

# 2

## Welcoming the apprentice at the Painting company

- Get to know what kind of person you are dealing with: *you will find out whether he/she is an autonomous learner or requires much guidance.*
- Specify the objectives of the training plan: *benefits of practical application of the training on site will be better demonstrated.*
- Introduce him/her personally to the company employees: *he/she will feel more comfortable knowing who is doing what role and which skills they have.*
- Provide and explain the training regulations and framework: *the knowledge of code of conduct and minimum standards will facilitate the work and the relationships in the work place.*
- Clarify regulations and behaviours on the first day: *he/she will be immediately acquainted with working time, breaks, holidays, etc.*
- Explain safety in the workplace: *the apprentice will learn which protective clothing he/she can wear and which accident he/she can prevent.*

### 3 Training the apprentices

- Provide the apprentice with a personal folder with important information: *he/she will have at their disposal contact persons details, telephone numbers and company internal regulation.*
- Remind during the apprenticeship process which regulations have to be followed: *he/she will know how to behave in the workplace, respecting schedule and working time with colleagues, clients.*
- Establish goals and targets based on the previous experience of the apprentice for the following months: *the apprentice will know his/her working assignments, who is responsible for his/her various elements' learning, and who he/she will work with.*
- Motivate the apprentice: *assist him/her with the career guidance.*

### 4 Evaluating the apprentices

- Check regularly the understanding, acceptance and assimilation of the function: *using periodically rating sheets, the important elements can be reported*
- Determine strengths and weaknesses: *you will be able to set up supporting measures in case of need.*

## Additional activities

In the everyday work, there is limited time for exchange between tutor and apprentice. However, regular discussions during the apprenticeship period can favour the communication and rise the motivation.

Weekly meetings between tutor and apprentice are necessary to verify the progress he/she makes and to adapt the training programme accordingly. At the same time the apprentice feels he/she is objet of consideration.

Final meetings. After completion of the apprenticeship period, the tutor and the apprentice have to review the working plan and set up new objectives.

These meetings will permit:

- ⇒ To measure his/her social development
- ⇒ To evaluate his/her performances
- ⇒ To check if his/her awareness of the working environment

Use a good firm approach during these discussions, mentioning first the positive aspects that you noticed during his/her apprenticeship and what impressed you. This will put the apprentice in a calm position, so that your suggestions for the future will be much appreciated.

*This flyer has been published within the Erasmus+ project “Paint Tutors Up”, to help tutors of small and medium companies in reinforcing their tutorial function in the apprenticeship.*



## Project Partners



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