PAINT UP

Erasmus+

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

IO3   **LEARNING TOOLS FOR COMPANY'S TUTORS IN UNITS OF LEARNING – TUTORING TRAINING**

REINFORCING THE ROLE OF SMALL AND MEDIUM PAINTING

COMPANY TUTORS IN WORK BASED LEARNING

The project *Paint Up* aims to reinforce the tutor's role in work-based learning, namely in the apprenticeship systems with the involvement of the sector stakeholders and a strong engagement from the companies.

The objective is to bring out, through a mapping of the tutor's role in different VET contexts, the common elements that could make a contribution to a painting, decorating and finishing sector approach, motivating VET providers, schools, companies and teachers, trainers and tutors to improve their skills, namely transversal skills, through a unit learning outcome qualification specifically addressed to the tutors. The tutor plays a crucial role in improving the employability of the trainees and apprentices. The quality of the tutor's training can increase the attractiveness of the sector for the young people boosting skills and employability.

The 7-members partnership is balanced between partners with a strong experience in European projects and new-coming partners. Gathering different traditions on the tutor's role, Paint Tutors Up aims to bring together different perspectives and to establish a framework for tutors to support the painter companies in UNIEP's and other countries.

The seven partners come from six countries: Luxembourg, France, UK, Belgium, Slovakia and Portugal:
- One European association representing 60.000 Painting companies in 14 countries (Luxembourg);
- Four territorial organisms of professional training (France, UK, Belgium and Slovakia);
- One association managing a platform dedicated to the Painting sector (Belgium);
- One company bringing together a network of international and national experts in vocational education and training (Portugal).

Through a mapping of the tutor's function in painting SMEs, *Paint Tutors Up*'s activities will result in the following outcomes:
- Tutor's practical activities guide,
- Learning tool for company's tutors in Learning Outcomes, and
- Designing of an on-line course tailored to tutors.

In each country, *Paint Up* and its results will:
- Create or reinforce the cooperation among Painting/Decorating sector's stakeholders (professional associations, VET institutes, tutors and contractors),
- Support the Building painting sector's tutors in their tasks,
- Strengthen the transversal skills required by SMEs in the sector,
- Help in recognizing the units of learning outcomes of the new qualification: painting tutor,
- Improve training provision adapted to labour market needs.

An on-line course for tutors will be available on the project website and each partner will assure an adequate and updated training.

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INTRODUCTION

1.1. TUTOR'S REFERENCE FRAMEWORK

With reference to the Paint Up first project publication "*Mapping the tutor function in Painting SMEs*" – developed in the framework of the Intellectual Output 1, the results of our research have found that for tutorship to be effective, the condition of volunteering is a key concept. The tutor must also have a good knowledge of the company and be well integrated in it.

The phases below summarize quite well the great missions of the tutor:

1. Before the arrival of the apprentice
    o To recruit
    o To inform
    o To organise

2. Accessing training:
    o To welcome
    o To communicate, to inform
    o To organise

3. During the training:
    o To follow
    o To show
    o To transmit
    o To appreciate

4. After the training:
    o To evaluate the learning outcomes

Remark: please note that the word "training", included in the competences, is used in a broad sense. It includes both the formative objectives of the Work Based Learning period and the objectives of professional integration.

1.2 LIST OF ACTIVITIES

Within the framework of the second project publication developed in the Intellectual Output 2 - "Tutor's practical activities guide", our research has identified, through national questionnaires, the key activities and work situations linked to tutorship in painting companies. These key activities and work situations are described in detail in the table below.

Identifying the key activities and work situations enabled us to set up the competences framework including all the skills required for a tutor in a painting company (see point 2).

Key activities	Work situations
Preparing for the arrival of the learner in the painting company	**Work Situation 1: Participating in recruitment of learners to be trained in company** - Taking into account a legal framework of the training foreseen. - Proposing selection criteria. - Checking company opportunities and candidate profiles. - Participating in the final selection of candidates.
	Work Situation 2: Getting information to the hierarchy on the person selected and on the training scheme planned - Establishing relations internally and externally with all persons concerned by the arrival of the trainee. - Clarifying information concerning the background, experience and expectations of the trainee. - Specifying the roles shared between company tutor and training centre in the learning process. - Exchanging information with all stakeholders, including family (if initial training).
	Work Situation 3: Defining social and educative background of the trainee selected for training within the company - Pinpointing the requirements and conditions for the tutor's success in the task, particularly so as to develop commitment from the trainee selected. - Identifying all the participants in the training process and their roles to give them relevant information concerning the trainee. - Collecting information necessary to build up a personalised training path, otherwise known as an ILP (Individual Learning Plan)
	Work Situation 4: Organizing and planning the arrival of trainees, stressing specific aspects of the painting and decorating sector - Organising collaborations with other company workers. - Checking practical aspects of training conditions in company. - Preparing work stations and work situations for forthcoming training. - Preparing the timetable for work and simultaneous learning. - Organising company visits, meetings with representatives and necessary documentation.

	Work Situation 5: Coordinating visit to company and presenting staff and colleagues - Discussing with learner the work and learning objectives, mutual rights and duties, professional ambitions and training goals in order to ensure a suitable integration in the company. - Explaining the company and its environment (company's position in the sector, simplified structure of the company or site, major job functions, relationship to job functions, etc.). - Presenting the team, the colleagues and their role in the training process. - Explaining specific practices when learning in the company.
	Work Situation 6: Presenting the post, the work expected, the general conditions (internal code of conduct, security regulations, etc.) and identifying the target job as a learning opportunity located in the company's production process - Explaining what the company and the team expect from the learner (company requirements criteria, desired behaviour, etc.). - Specifying the objectives of his/her work in the company. - Presenting the job(s) or post(s) to which the learner shall be introduced in the production process and in the course of overall in-company training. - Giving information about health & safety regulations and respecting environment. - Explaining how to handle safety equipment.
Facilitating learning processes and supporting learners	**Work Situation 7: Organising progression in learning process** - Identifying the content and objectives of training the learner in order to suggest appropriate tasks for him/her. - Determining the tasks to be assigned to the learner taking into account: the degree of complexity, experience and potential of the learner, as well as production and worksite requirements and constraints. - Organising selected activities and tasks in a logical, articulated and progressive training process.
	Work Situation 8: Training on the job - Explaining the tasks to undertake (objectives, stages, location in the production process) and the expectations in terms of quality, while also showing and explaining how to use appropriate technical equipment. - Breaking down simple or complex activities into different stages to facilitate the mastery of them. - Demonstrating and explaining the most appropriate posture for carrying out assigned activities and tasks.

	- Selecting appropriate digital or documentary reference material and explain it to the learner. - Using straightforward language with the learner and define any technical terms specific to the job. - Keeping informed of new tools, manufacturing procedures or technological change. - Keeping informed of organisational evolutions in the painting and decorating sector. - Analysing practices as a tutor in work situations.
	Work Situation 9: Making aware of regulatory aspects regarding health and safety in the painting and decorating sector - Describing and explaining general and the company's established health and safety rules and procedures (formal and practical) in the painting-decoration companies. - Explaining how to handle safety material and equipment. - Engaging the learner and ensure he/she is aware of his/her duties and responsibilities regarding health and safety at work in the company.
	Work Situation 10: Reviewing with the learner procedures and techniques used once work has been completed - Checking the learner understands at each stage and ensure that he/she correctly applies learning outcomes in real situations. - Encouraging the learner to develop a critical attitude with regard to his/her own performance. - Identifying problematic situations, give corrections and advice.
	Work Situation 11: Participating, where appropriate, in creation of company/training centre synergy to ensure learning consistency - Finding out about training undertaken in training centres (type: qualification, certification, contacts, training references, evaluation, etc.). - Informing training centre of in-company training programme and specificities, providing information about learning progression to check on learning consistency. - Preparing and distributing liaison documents (company/training centre) to report on what has been learnt, and on progress and difficulties encountered.

Choosing evaluation situations	**Work Situation 12: Setting up continuing evaluation of learning outcomes** - Preparing methods and tools necessary for continuing evaluation. - Checking understanding and concrete application of learning outcomes, systematically measuring what has been learnt and correcting mistakes. - Suggesting potential remedies and solutions to be implemented to make the learner progress.
	Work Situation 13: Designing realistic formal evaluation scenarios, based on competency checked through normal work activities - Preparing tools for a formal evaluation built up on competency logic and on criteria defined according to potential certification objectives (if relevant). - Measuring what has been learnt with regard to the company's requirements and to the certification objectives. - Providing competent bodies with the documentation related to the results obtained by the learner, in line with certification requirements (if relevant).
	Work Situation 14: Proceeding to formal evaluation of learning outcomes - Performing a positive evaluation and appraising all progress achieved. - Endorsing formal recognition of learning outcomes with certificates, accreditation or some other kind. - Informing and guiding the learner towards potential additional skills and qualifications. - Devising with the learner prospects for further professional steps, in accordance with the evaluation results.
	Work Situation 15: Preparing final report with all necessary information - Conducting an interview with the trainee to collect complementary information for the final report. - Reviewing evaluation results with regard to professional criteria of qualification (performance in the job, degree of integration in the company, autonomy and responsibility). - Giving an exhaustive feedback on the training process and its results.

COMPETENCES FRAMEWORK

GENERAL JOB DESCRIPTION OF THE TUTOR (REFERENCE BOOK)

Each skill will be addressed in the online course and tools will be available to help the tutor in his/her daily work.

	Technical competences	*Transversal skills*				
		Communication	Leadership	Organization	Problem solving	Reporting
U1. Before arrival	**Contribute to the recruitment of the apprentice** Description "to formalize the content of the mission in relation to the needs and values of the company". This competence takes place in the context of staff recruitment and in compliance with the legal rules of non-discrimination and the respect of companies' codes and values **Knowledge, technical know-how, interpersonal skills, organizational know-how** To collaborate with one or several internal and / or external human resources'	Be able to: • Present clear information about the training company • Apply interview techniques • Clearly explain the requirements and expectations of the company • Inform trainee about the needs of the company and its expectations • Understand the expectations of the trainee • Clearly communicate to trainees about the path and	Be able to: • Ensure that correct training has been undertaken to become qualified as a trainer/tutor • Present objectives of the company to the student • Ensure that support mechanisms are in place should the student require them • Ensure student is aware of Health and Safety • Define the right selection criteria and take them into account	Be able to: • Establish a function profile • List the information that is required to undertake a training programme. • Read and analyse CVs • Select the candidate based on CVs and requirements of the company • Clarify the meaning of any document that is presented to the trainee • Create and detail	Be able to: • Prepare training and ensure that problems are solved prior to training taking place • Define the job description to the trainee to ensure clarity and understanding • Give to the trainee a list of possible problems to avoid them in the future (a preventive plan)	Be able to: • Identify a company hierarchical chart to ensure the trainee understands the roles of individuals • Deconstruct previous experiences of learners to identify better methods of teaching and understanding of the individual

	departments within the recruitment's framework: employment services, … **Prepare the arrival of the apprentice in the company** Knowledge, technical know-how, interpersonal skills, organizational know-how Identify the role of the tutor in the welcoming and integration phase Ask for the resources made available by the company (badge, clothes, participation in transport, ...)	interlocutors • Perform clear communication with stakeholders • Redaction and posting of a job's offer using the right communication channels • Perform constructive dialogue • Ask the right questions to find out the motivation of the potential apprentice • Master the phone, email and social media communication		the training plan • Describe the objectives in the training plan • Be aware of the obligations as a tutor and respect it • Enrol all administrative documents and procedures of engagement • Plan the recruitment phases		
	Technical competences	*Transversal skills*				
		Communication	Leadership	Organization	Problem solving	Reporting
U2. Welcoming Process	**Welcoming the apprentice at his/her arrival within the company** **Description** Informative contacting of apprentice before entering the work training place via: written correspondence, e-mail, phone call. This initial contact is important	**Be able to:** • assemble a team of colleagues and inform them of apprentice's arrival • Plan an information meeting	**Be able to:** • Lead and motivate the co-working • Coordinate speakers • Identify skills of staff members/ colleagues to find the right tutor • Coordinate works	**Be able to:** • Coordinate the apprentice arrival • Assign tasks to colleagues/ staff members • Prepare the workplace • Process the work	**Be able to:** • Conflict management lead by example • Reproducing and summarizing company related information • Mediate	**Be able to:** • Create check-list • Create welcoming documentation • Propose and create questionnaires/ feedback forms

for obtaining confidence between tutor and apprentice Informing the apprentice about the current business situation in the company, current important orders, news and used painting technologies and workplace materials where he/she will work Determination of training work tasks on the first day at the workplace and the following days of the introductory week with gradually increasing	• Master communication with a team • Communicate about the values of the organisation • Clearly explain everything from organizational goals to specific tasks, duties • Prepare the company visit • Clearly and effectively communicate, orally and in writing • Utilizing the communication tools ICT • Master verbal and non-verbal communication • Deliver a speech • Present the contractual matters in an easy manner • Present the company, the services and the team • Translate the unclear questions or words in a	• Delegate tasks • Lead and motivate young people • Deliver instructions • Master teamwork • Master time management • Prioritise tasks accordingly to different levels of importance	plan of the initial week • Process the check-list • Know and mediate the information on work organization in the company • Recognize the breach of technological proceedings or usage of proper materials • Undertake decisions on editing of the procedure, or correction	problematic discussion • Facilitate discussion • Understanding/ misunderstanding of provided information	

	Technical competences	Transversal skills				
		Communication	Leadership	Organization	Problem solving	Reporting
				relevant context		
U3. Training	**Use professional situations to develop the learning process** **Accompany the reflective analysis of learning situations** **Description of the competence:** Invite him/her to describe the work situations, his/her actions, the difficulties encountered, the means used to overcome them, and the result he/she has reached **Knowledge, technical know-how, interpersonal skills, organizational know-how** Knowledge of the techniques, methods, and tools needed to perform the professional tasks. **Follow the pathway with the training centre** **Description of the competence:** "To contribute to the organization of the pathway and to the follow-up of the learning by participating in pedagogical meetings and	Be able to: • Conduct an individual interview • Adapt own attitude to the interlocutor • Facilitate the contact • Active listening: (ability to feel the feelings, values and preoccupations / expectations of the interlocutor) • Clarification – ability to make sure we understand well and are well understood • Transmit, inform, explain, propose, advice, find information, convince • **Written communication:** Written reports, recommendations about the training path	Be able to: • Accompany the trainee into the apprenticeship of good practices • Replace the job of the apprentice in the general functioning of the company; the tutor must reveal the coherence of the overall • Make the future apprentice able to assume his/her responsibilities • Make sure the tutor confronts the trainee to the reality of his/her job or function • Help the trainee to take initiatives • Help the trainee in problem solving • Design the progression path of the trainee: • Define the professional behaviours	Be able to: • Prepare the process related to the training • Anticipate in order to facilitate the training process • Manage time correctly to avoid stress • Ensure the respect of the planning and training progression • Choose the right learning situation that permits the trainee to learn appropriate techniques, linked to the progression path	Be able to: • Identify the nature of a problem or a need • Analyse the factors or causes contributing to the unwanted solution • Generate a set of alternatives • Evaluating the solutions • Implementation plan • Assess the effectiveness of the decisions • Ask for a behavioural changing • Master intergenerational management • Think creative • Manage team working (input of others) • Demonstrate emotional intelligence (recognize	Be able to: • Conduct a follow-up interview • Report difficulties or progresses, whoever the interlocutor (training centre, trainee, parents, workers, …) • Participate to production of documents linked to the trainee's pathways • To analyse results and give feedback • Pay attention to the communication channels (ICT)

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by visiting the places of learning to the trainer(s) of the training centre, including means and resources of the company
 	
Knowledge, technical know-how, interpersonal skills, organizational know-how
 	
«Identify the difficulties impacting the continuity of the apprenticeship's contract»
 "Work in a team with the internal and external persons involved in the apprentice's pathway. "
 	
Organize the pathway within the company
"Explain to the tutors the planning and pedagogical progression planned by the training programme, related to the production of the company"
 	
Support the development of apprenticeships and professional autonomy Performance criteria
 	
The apprentice's expression on his/her own learning path is facilitated.
	• **Interpersonal communication:** communicate information, concepts, results; stimulate a mutual trust relationship and of cooperation; convince on the legitimate of a solution; obtain the adhesion to a project; help the apprentice to understand his/her responsibilities
	• **Communication in group:** relay information at the occasion of meetings
	• **Communication in management situation:** feedback; participate to group work; decide in group; consult the staff; animate a team meeting
		required for the position
		• Design the path for the skills acquisition
		• Accompany and train :
		  • Know and choose the appropriate pedagogical methods linked to the objectives
		• Establish a relationship based on trust, conductive to the transmission:
		  • Find the right distance, establish a trust relationship to achieve the objectives
		  • Formalize each step of progression
		  • Valorise the learning outcomes and encourage the progression of the trainee
		• Allow mistakes and propose correction
				emotions)
				• Risk management
				• Manage decision making strategies
				• Conduct a follow-up evaluation or scoring interview
				• Act or react in case of unsuitable behaviour, absence, decline of motivation, non-compliance with rules
				• Express correctly and constructively a complain to the trainee
				• Manage its own emotional reactions (angry for example)	

		methods • Encourage the trainee to do information research • Follow the evolution of the trade (Lifelong learning perspective)				
	Technical competences	*Transversal skills*				
		Communication	Leadership	Organization	Problem solving	Reporting
U4. Validation of the L.O.	**Knowledge of formal requirements regarding evaluation standards in the country, including evaluation in work situations (in company).** • Knowledge of appropriate legislation, evaluation charts and valuation criteria • Knowledge of appropriate partners participating in the evaluation process • Knowledge of his/her role in the evaluation system/organization	Capacity of finding right documentation (hard copies, internet); Identification of information resources (training centre, professional organization, internet); Capacity of learning with all available documentation.		Be aware of importance of the preparation process and related capacity of anticipation.	Capacity of managing time to be dedicated to information.	Capacity of reporting difficulties when preparing evaluation.
	Practical formal evaluation of learning outcomes: Knowledge of realistic methods applicable to work based situations. • Knowledge of different examination procedures. • Knowledge of the tools necessary for on-the-job evaluation. • Capacity to prepare necessary tools for evaluation of learning outcomes with regard to the company's requirements and the certification objectives.	Capacity of finding right documentation (hard copies, internet). Identification of information resources (training centre, professional organization, internet). Capacity of learning with all available documentation.	Speaking in public. Resolving relational incidents. Mastering mediation methods as a leader of evaluation process. Managing interfaces between all the partners participating in the evaluation in company.	Capacity of anticipation. Capacity of using sketches and guidelines to facilitate evaluation processes. Mastering time and reducing stress. Ensuring the respect of the planning of evaluation.	Capacity of managing time to be dedicated to information on evaluation processes to avoid problems during evaluation (anticipation of problems to avoid them). Identify potential risks of	Report potential difficulties to appropriate partners and institutional bodies. Producing documents and guidelines (together with training centres or professional bodies).

• Be able to measure what was learnt with regard to the company's requirements and the certification objectives. • Be able to check the understanding of the evaluation procedure by learners and to correct mistakes if necessary. • Be able to suggest short-term remedies and solutions to be implemented in future.	Maintaining positive and constructive climate during evaluation processes thanks to appropriate communication methods. Establishing his/her authority during evaluation processes. Activating capacities of observation and listening.	Mastering resistance and pressure to stress. Credibility, clarity and diplomacy in action (in line with authority).		misunderstanding of recommendations. Interacting, understanding and motivating learners for evaluation (to be considered as a learning act for their own progress).	
Formalization of evaluation results: preparing or participating in preparation of evaluation reports to certification bodies. • Provide documentation related to the evaluation as required by certification and qualification bodies. • Review evaluation results with regard to company objectives (matching learning outcomes and potential progression in the job with regard to the qualification obtained (if relevant). • Produce conclusions for further follow-up in company and for in-job next training (if relevant).		Knowing of basic motivation.		Finding solutions.	Capacity of formalizing in writing (with digital methods and modern tools of communication). Collecting and communicating right information. Good ability for analysis and synthesis.
Communication of evaluation results to the learner having been evaluated to make him/her able to identify his/her own learning outcomes and progress still to be	Capacity of positive transmission of messages. Processing	Capacity of motivation: demonstrate ability to use motivational techniques and	Capacity of anticipation. Capacity to prepare learners to reactivity:	Capacity of positioning situations in various contexts (with the aim of finding	Capacity of formalizing orally and in writing (with digital methods and modern tools of

	done. • Be able to perform a positive appraisal, turn errors to good account, appraise all progress achieved. • Be able to specify concrete meaning of the evaluation results (positive and negative) for the learner (formal and informal impact on his/her future career). • Help the learner in the design of the next improvement (if necessary or relevant), together with appropriate training centres (lifelong learning roadmap).	information to make decisions. Activating capacities of observation and listening. Be able to analyses one's own feelings and emotions to communicate better and make the message accepted.	interact with emotional intelligence by inspiring learners being evaluated.	recognize strengths and points to be improved as a result of self-assessment.	appropriate solutions). Identifying of potential gaps and proposing new learning situations. Designing plans for corrective actions.	communication). Capacity of interpreting results.

TRAINING FRAMEWORK

According with the European Commission, the "Work-based learning (WBL) is a fundamental aspect of vocational training – it is directly linked to the mission of VET to help learners acquire knowledge, skills and competences which are essential in working life."[1]

It means that Work-based training is a pedagogical method that sets the goal of learning a profession through a constant link between practical training in the workplace and general training (theoretical and practical) in the training centre.

The main actors are:

- The apprentice/learner
- The tutor in a company
- The training centre
- The trainer/teacher at the training centre

The common goal of these actors is the professional qualification of the learner.

The general objective of the present tutoring training is to develop the pedagogical skills of tutors who mentor learners in companies.

3.1 UNITS OF LEARNING: MODULAR ORGANISATION

The course is organized in **4 units of learning**, each of them dedicated to one phase of the tutor's work with the apprentice/learner in the painting company:

Unit 1: **Preparing for the arrival of the apprentice/learner at the painting company**

Unit 2: **Welcoming the apprentice/learner at his/her arrival within the company**

Unit 3: **Training: Facilitating learning processes and supporting learners**

   Module 3.1: Using professional situations to design learning processes

   Module 3.2: Identifying knowledge, technical know-how and interpersonal skills necessary for the professional performance of learners

   Module 3.3: Following the pathway with the training centre

   Module 3.4: Transmitting health and safety rules related to the painting and decoration sector

Unit 4: **Validation of the learning outcomes**

   Module 4.1: Knowing legal framework related to the evaluation of learning outcomes

   Module 4.2: Building up and carrying out continuing and final evaluation of learning outcomes

   Module 4.3: Formalizing and communicating evaluation results to institutional bodies

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[1] *Source: European Commission (2013). Work-based learning in Europe: practices and policy pointers, European Union*

Module 4.4: Communicating evaluation results to learners

The training for the tutors in painting companies, developed within Paint Tutors Up project, follows **a blended model**: each unit of learning offers an <u>online part</u> (see the description of the units) and some recommendations for a <u>face-to-face part (offline)</u> organized by each national training provider according to the local specificities (see the guidelines presented at the end of the units).

The face-to-face part for each unit is supposed to take place after the learners have validated the online part related to that specific unit.

Unit 1:   **BEFORE ARRIVAL**

Title of the Unit: **PREPARING FOR THE ARRIVAL OF THE APPRENTICE/LEARNER AT THE PAINTING COMPANY**

PRESENTATION OF THE UNIT

DURATION RECOMMENDED:

2 days

OBJECTIVES:

To ensure that the needs of all new learners are taken care of and that all evidence is in place in order to provide a smooth transition for the arrival of the learner. This transition will ensure that a professional image is presented in a way that is portrayed beyond the training and any probationary period that may be in place.

CONTENT:

The tools below are not exhaustive and are merely an example of how they could be used to promote a professional appearance and to provide the necessary information for evaluating a person.

Each instrument will need to be adapted to suit the company in question.

Here below a list of tools that could be taken into consideration as examples for the tutors in the company in order to better prepare the arrival of the apprentice/trainee.

- Performance based knowledge assessments
- Knowledge self-assessments
- Classroom assessment techniques (CATS)
- Concept maps
- Concept tests
- Company profiles
- Induction checklist
- Programme for induction day
- Organizational training regarding Health & Safety
- Hierarchical charts
- Required job description
- Contract of expectations

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/trainee in company.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (40% of the module), discussions and exchange of good practices (10%), research and role play (30%), implementation (20%).

Unit 1:   **BEFORE ARRIVAL**

Title of the Unit: **PREPARING   FOR   THE   ARRIVAL   OF   THE APPRENTICE/LEARNER AT THE PAINTING COMPANY**

GUIDELINES FOR TRAINING

All training centres will provide documentation in order to evaluate a person and his ability to fulfil the requested tasks. This documentation is produced partly as an information, and partly as an assessment. Below there are examples of pedagogical tools which can be used by the tutors during the WBL period.

Performance based knowledge assessments

These are the most reliable way to assess a learner's knowledge in assigning a task (e.g. quiz paper). The learners will have the ability to gauge their relevant background knowledge and their ability to fulfil the role to which they are being assigned.

These assessments are for diagnostic assessments only and should not be graded. They can help in gaining an overview of the level of preparation of the learner, identifying areas of weakness and adjusting the pace of any future learning that may have to take place.

To create a performance based knowledge assessment, you should begin by identifying the background knowledge and skills that the learners will need to succeed within their role. The assessment can include tasks or questions that test capabilities in the areas requires. It is essential that this is gauged at the correct level while being fun and not monotonous.

Knowledge self-assessments

A knowledge self-assessment asks a learner to reflect and comment on his/her level of knowledge and skills across a range of items. Questions can focus on knowledge, skills or experiences that:

- o   you assume learners have acquired and are prerequisites to your course
- o   you believe are valuable but not essential to the course
- o   you plan to address in the course

The feedback from this assessment can help you to mentor the WBL period appropriately or direct students to supplemental materials that can help them in addressing weaknesses in their existing skills or knowledge.

The advantage of a self-assessment is that it is relatively easy to construct and score. The potential disadvantage of this method is that students may not be able to accurately assess their abilities. However, accuracy improves when the response options clearly differentiate both types and levels of knowledge.

Writing Appropriate Questions for Self-Assessments

Writing appropriate questions for knowledge self-assessment can seem daunting at first. Identifying specific terms, concepts, or applications of skills to ask about will help you in writing effective questions.

Classroom Assessment Techniques (CAT's)

Classroom assessment techniques (CAT) are a relatively quick and easy formative evaluation method that help you to check learners understanding in "real time". These formative evaluations provide information that can be used to modify/improve course content, adjust teaching methods, and, ultimately, improve student learning. These assessments can take place very early in the evaluation process and may identify if a learner is suitable and can gain a quick understanding. At the same time they can permit to comprehend teaching methods and the way in which they take place. This can make the difference between a learner being 'on-board' with learning or not. Within Painting and Decorating this is a good opportunity to get to know the students in a practical environment and break down barriers of learning.

Concept maps

A concept map is a type of graphic organiser used to help learners in the organisation and representation of the knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics. We may also refer to them as MIND MAPS.
The benefits of Concept Mapping have several purposes for learners:

- Helping brainstorm and generate new ideas

- Encouraging to discover new concepts and the propositions that connect them

- Allowing to more clearly communicate ideas, thoughts and information

- Helping to integrate new concepts with older concepts

- Enabling to gain enhanced knowledge of any topic and evaluate the information

How to Build a Concept Map

Concept maps are typically hierarchical, with the subordinate concepts stemming from the main concept or idea. This type of graphic organiser however, always allows change and new concepts to be added.

1. Start with a main idea, topic, or issue to focus on.

A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.

2. Then determine the key concepts

Find the key concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.

3. Finish by connecting concepts, creating linking phrases and words.
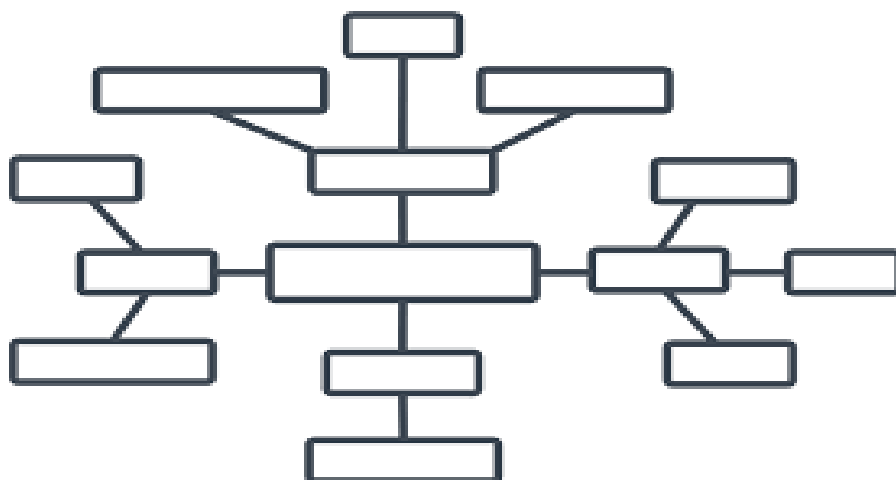
Concept tests

Concept tests are short, informal and targeted. They are administered during classes to help instructors gauge whether students understand key concepts. They can be used both to assess students' knowledge (coming into a course or unit) or their understanding of the contents of the current course.

Usually, these tests consist of one to five multiple-choice questions. Students are asked to select the best answer and submit it by raising their hands or just verbally speaking up.

The primary purpose of concept tests is to get a snapshot of the current understanding of the class, not of an individual student. As a result, concept tests are usually ungraded or very low-stakes. They are most valuable in large classes where it is difficult to assess student understanding in real time.

The following questions are used frequently in concept test and can be linked in with an understanding of the role of the Painter and Decorator.

- Which of the following best describes…?

- Which is the best method for…?

- Which of the following is the best explanation for…?

- Which of the following is another example of…?

- What is the major problem with…?

- What would happen if…?

All of these questions, used within the scenario of Painting and Decorating trade, are good practice examples that could be used with the initial assessment process.

Company Profiles

A company profile is a professional summary of the business and its activities. You need a company profile if you want to raise capital and win investors, but you can also use it to inform other stakeholders, including clients and workforce of your intentions. You will find many variations and lengths for a company profile.

What is included in a company profile and what should it look like?

The companies that you work with should all have a profile, a business plan, an aim which should be in a database. It can also be used as an advertising tool to put forward the vision of the company.

At the beginning of your company profile, you are advised to include important information such as your company name, your business's physical location, a website URL, contact information, and an established date. It should also contain a concise description which, among other items of information, includes the firm's history, number and quality of its human, financial, and physical resources, organisational and management structure (hierarchical chart), past, current and anticipated performance, and its reputation, and the standing of its goods or services. There may also be some affidavit evidence to support the long standing of the company with firm reviews from past customers.

Induction checklist

It is a checklist of information that a new learner would need to know. Usually, it is in the form of information that would keep an employee safe whilst in the vicinity of the training centre.
The example attached below is a list of rules and regulations that it is a requirement for a new starter to adhere to and understand.

Part A to be completed by the Assessor with the Apprentice/Worker

1. New learner has received the following documents and information:	Done
Assessor's contact details	
A workplace induction [Date of induction _____, duration_____]	
Learning programme (incl. learning plans, PPE)	
Date and time of first day of College/work attendance (if appropriate)	
Initial Assessment results	
Individual Learning Plan or Record (or at least to know where this will be stored)	
Assessment process and procedures	

Assessment appeals and complaints procedures	
Equality and Diversity policy (including bullying and harassment) and how to report	
The date and time of apprentice/learner next session or visit from assessor	

2. The apprentice has discussed with his/her assessor the following:	Done
That he/she is on the right programme and the progression routes are available	
The workplace absence procedure and ways to contact the college	
That progress reviews will occur every … (*please fulfil accordingly to your needs*)	
Additional support needs (if identified) and how the organisation can support the apprentice	
Any difficulties in organising special clothing or equipment	
Any situation or condition that may affect the apprentice's performance on the course	
Any health and safety limitations to be followed by the learner	

Apprentice's Signature		Date	
Assessor's Signature		Date	

Programme for induction day

Generally a programme for the day, with the aim to get the attention of the learner, needs to be drafted by the tutors/teachers. It is not usually in the form of a full day but will entail different activities that the tutors/teachers are able to offer.

Organising training from within the induction period: this unit can be used as an infill for the day, should you complete early. The process of induction can sometimes be a quick one due to inactivity of interaction. As an infill for the day, it might be an idea to have some available alternative activity already prepared. Showing an explanatory video could be an example of what could be used[2].

Hierarchical chart

This tool takes the form of a chart of people expressing their role within the company. It is a good document to have as it will show the learner the role of all people involved in the process of delivery and the complete learning procedure.

---

[2] *https://www.youtube.com/watch?v=HjZhPOF4ukM*

Mr S…..C…….
Programme Co-ordinator

Painting and Decorating
G….N
G….G……….
M……..A……….
J………..T…………….
L……M………

Plastering
B…..W……
S…..C……
G…..P……
J…..A….. (Agency)

Carpentry & Joinery
N…….F……..
G….D……..
P….H……….
S…….B……….

Plumbing
C……C…….
M…..D…….
K….P…… (Assessor)
T…C……..
S…..C…. (Agency)
A……D……. (Tech - Agency)

Brickwork
P……G…….
M……..V……..
S…..E……
D…..H……. (Tech)

Highways Maintenance
A…….H……..
N…….O…….
K…..M…….. (TSLT & TCON)

Lead IQA/WBL
J…….H……
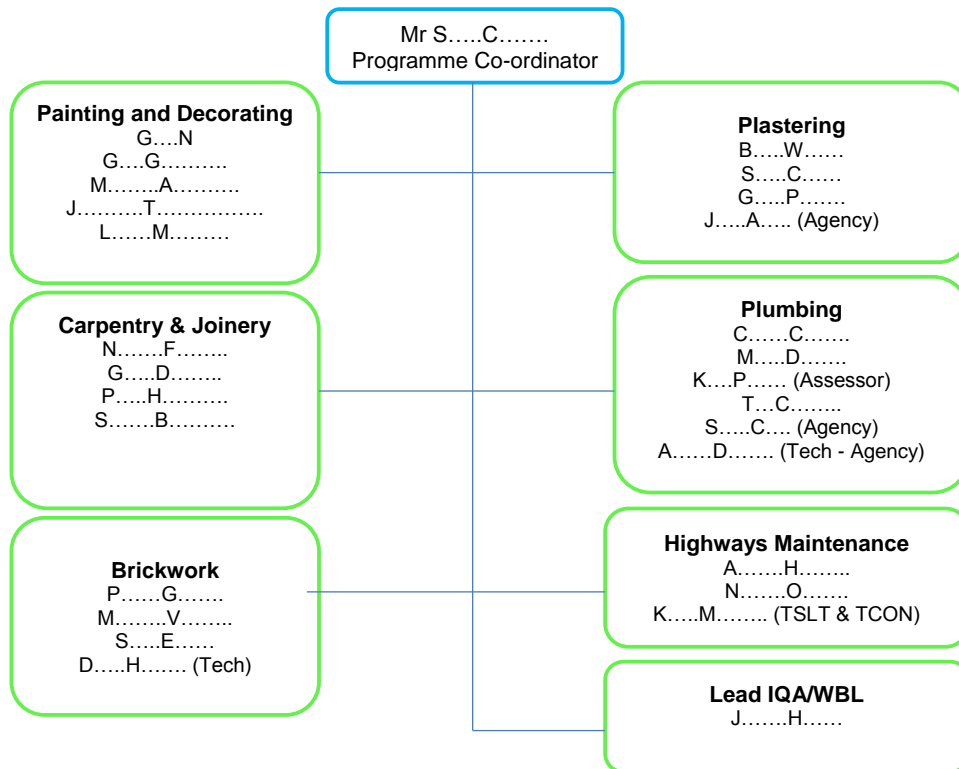
Rules of the company and the consequence

They indicate a complete set of rules so that the learner knows the boundaries of learning and the consequence to not respecting them.

The example below shows a behaviour policy that could be used as an explanation of the rules, the requirements and the consequences should behaviours not be met.

Level 1: Verbal Warning
Only entered after all informal processes have not achieved expected outcomes - verbal warning.

Level 2: Written Warning

```
        ┌─────────────────────┐
        │ Meeting convened by │
        │  Curriculum Leader  │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │    Action plan      │
        │  Written warning    │
        │      issued         │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │ Review of action plan│
        │     - 6 weeks       │
        └─────────────────────┘
           ╱              ╲
          ▼                ▼
┌──────────────────┐   ┌──────────────────┐
│ Achieved         │   │ Not achieved     │
│ Warning kept on  │   │ Move to next level│
│ record until end │   │                  │
│ of programme     │   │                  │
└──────────────────┘   └──────────────────┘
```
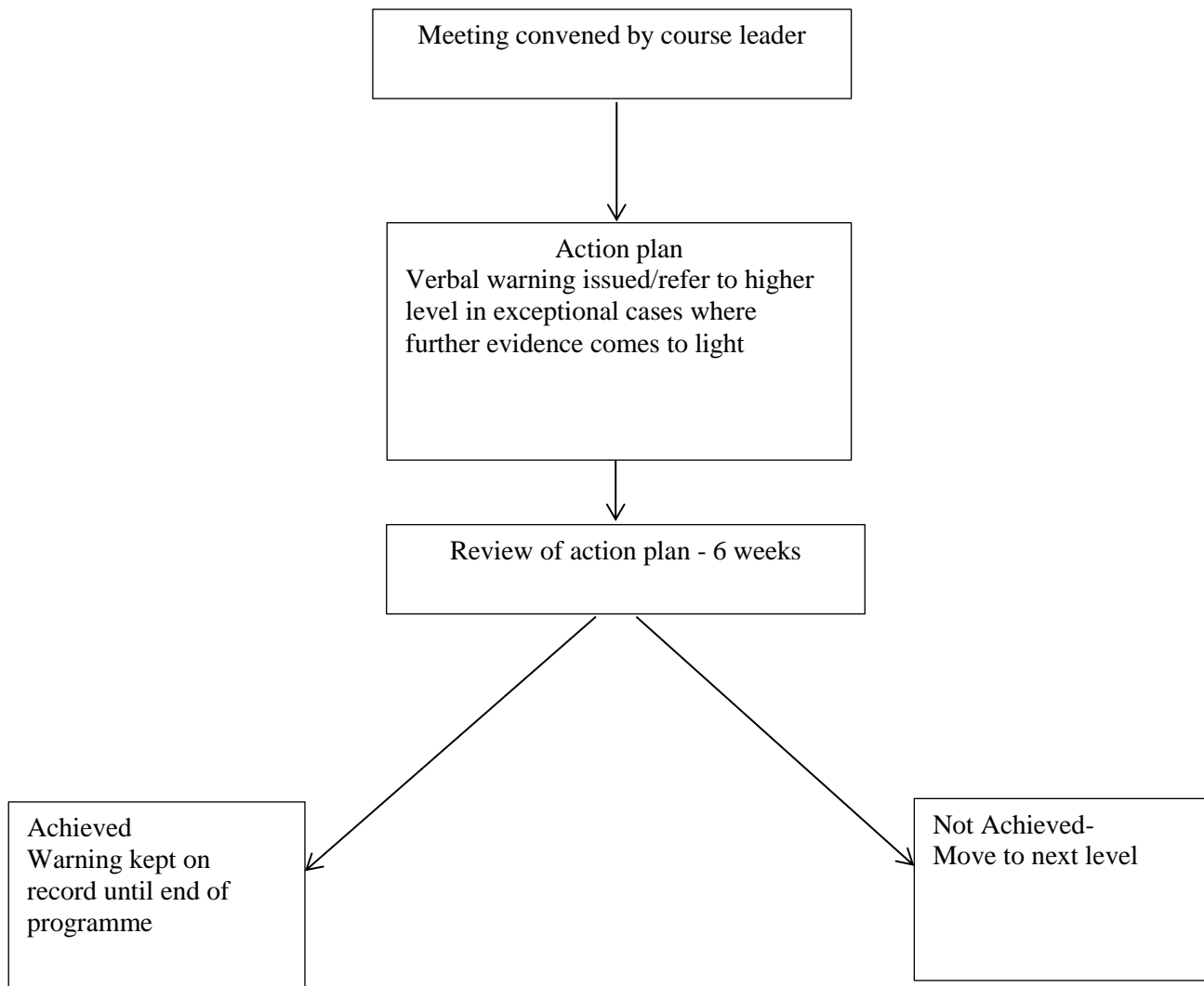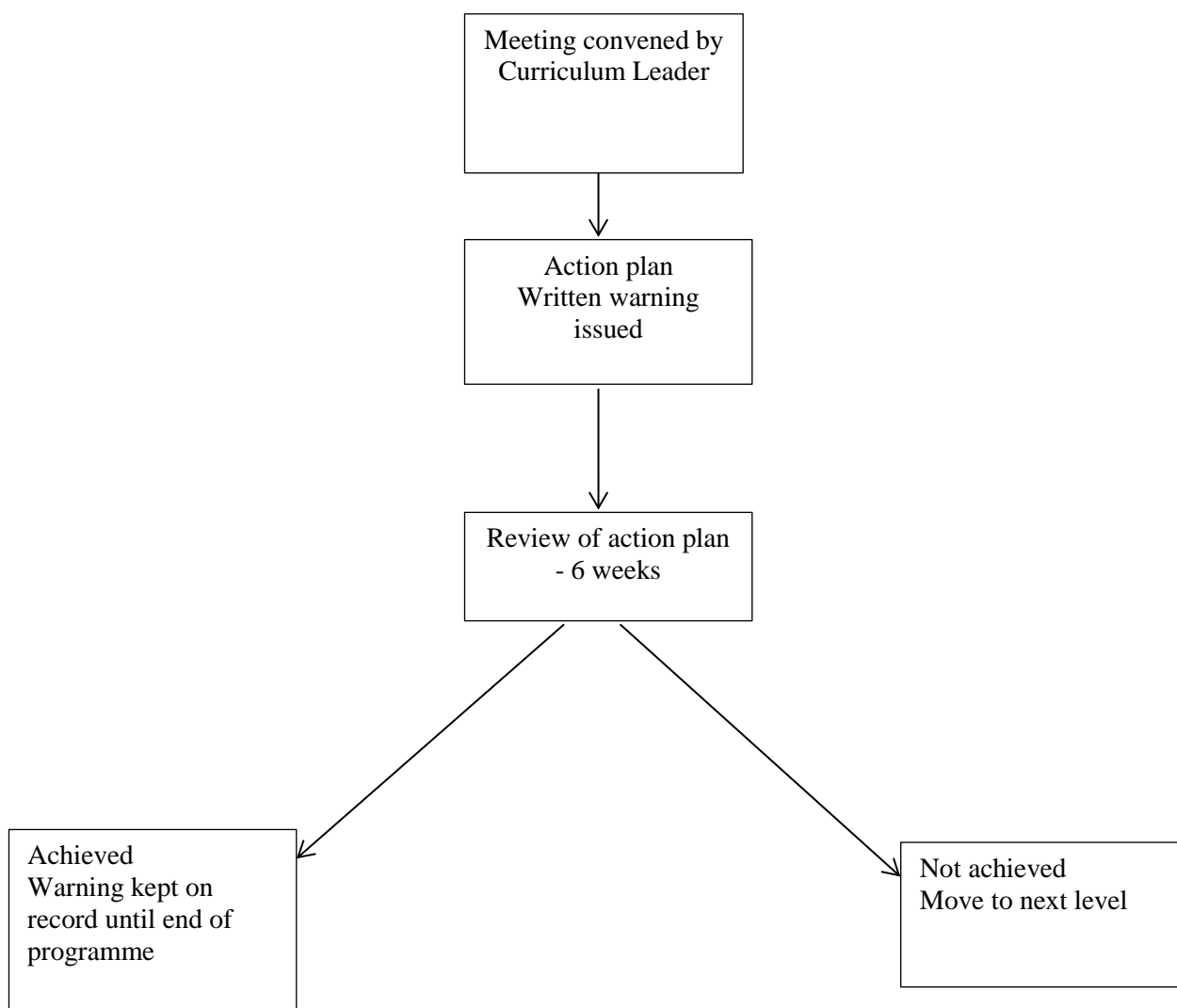
Level 3: Final Written Warning

```
┌─────────────────────────┐
│   Meeting convened by    │
│   Programme Manager      │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│      Action plan         │
│  Final written warning   │
│        issued            │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│  Review of action plan - │
│        6 weeks           │
└─────────────────────────┘
        ↙           ↘
┌──────────────────┐   ┌──────────────────┐
│ Achieved         │   │ Not Achieved     │
│ Warning kept on  │   │ Move to next     │
│ record           │   │ level 4          │
│ until end of     │   │                  │
│ programme        │   │                  │
└──────────────────┘   └──────────────────┘
```
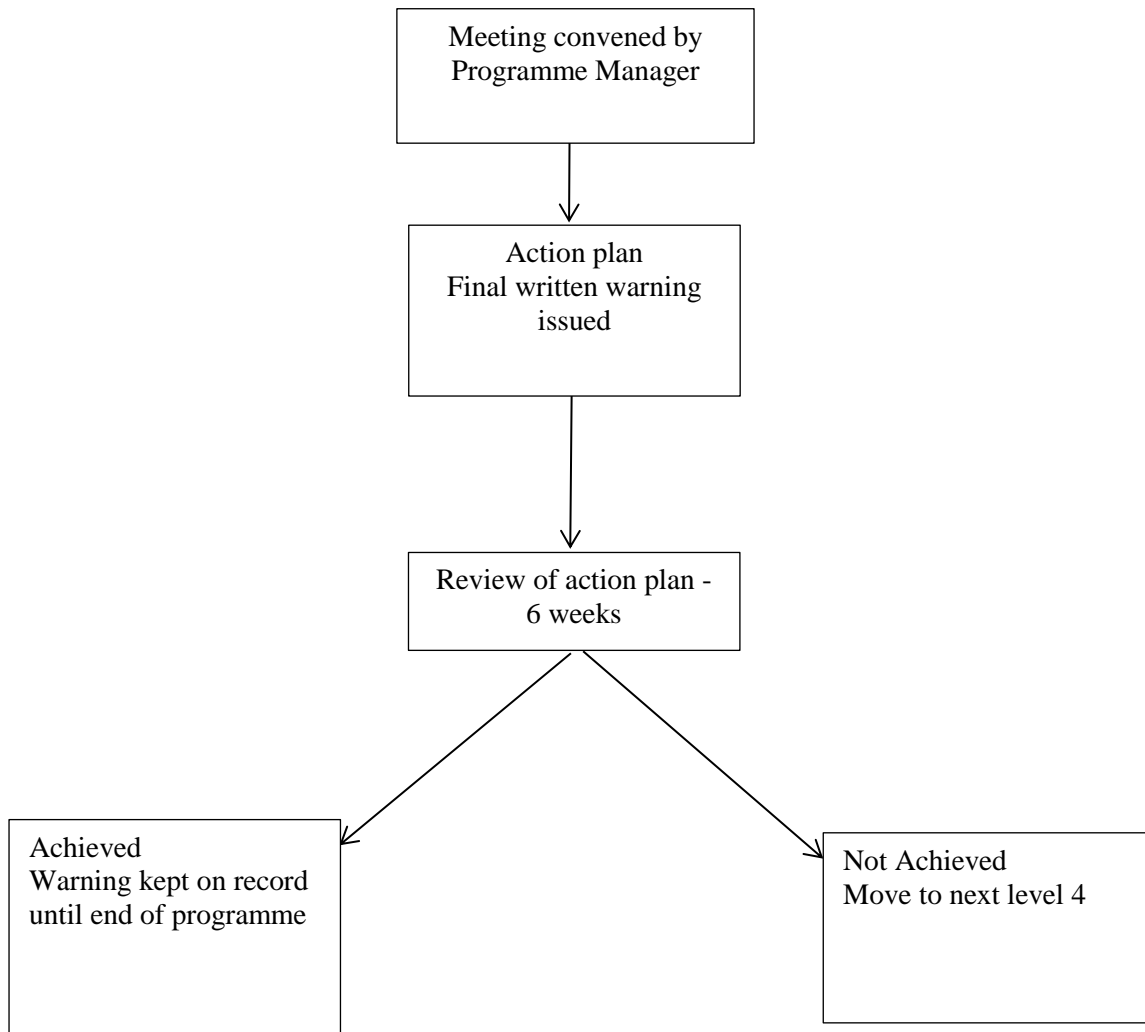
Level 4: Suspension/ Serious Incident

```
                        ┌─────────────────┐
                        │    Incident     │
                        └────────┬────────┘
                                 │
                                 ▼
                        ┌─────────────────┐
                        │    Suspended    │
                        └────────┬────────┘
                                 │
                                 ▼
                  ┌─────────────────────────┐
        ┌─────────│  Investigation carried  │─────────┐
        │         │          out            │         │
        ▼         └────────────┬────────────┘         ▼
┌─────────────────┐            │           ┌─────────────────────┐
│ No further      │            ▼           │ Lower level warning │
│ action          │   ┌─────────────────┐  │ issued              │
└─────────────────┘   │ Formal          │  └─────────────────────┘
                      │ procedures      │
                      │ followed        │
                      └────────┬────────┘
                               │
                               ▼
                      ┌─────────────────┐
                      │ Disciplinary    │
                      │ Hearing         │
                      │ convened        │
                      └────────┬────────┘
                               │
                               ▼
                      ┌─────────────────┐
                      │ Informed of     │
                      │ outcome in      │
                      │ writing         │
                      └─────────────────┘
```
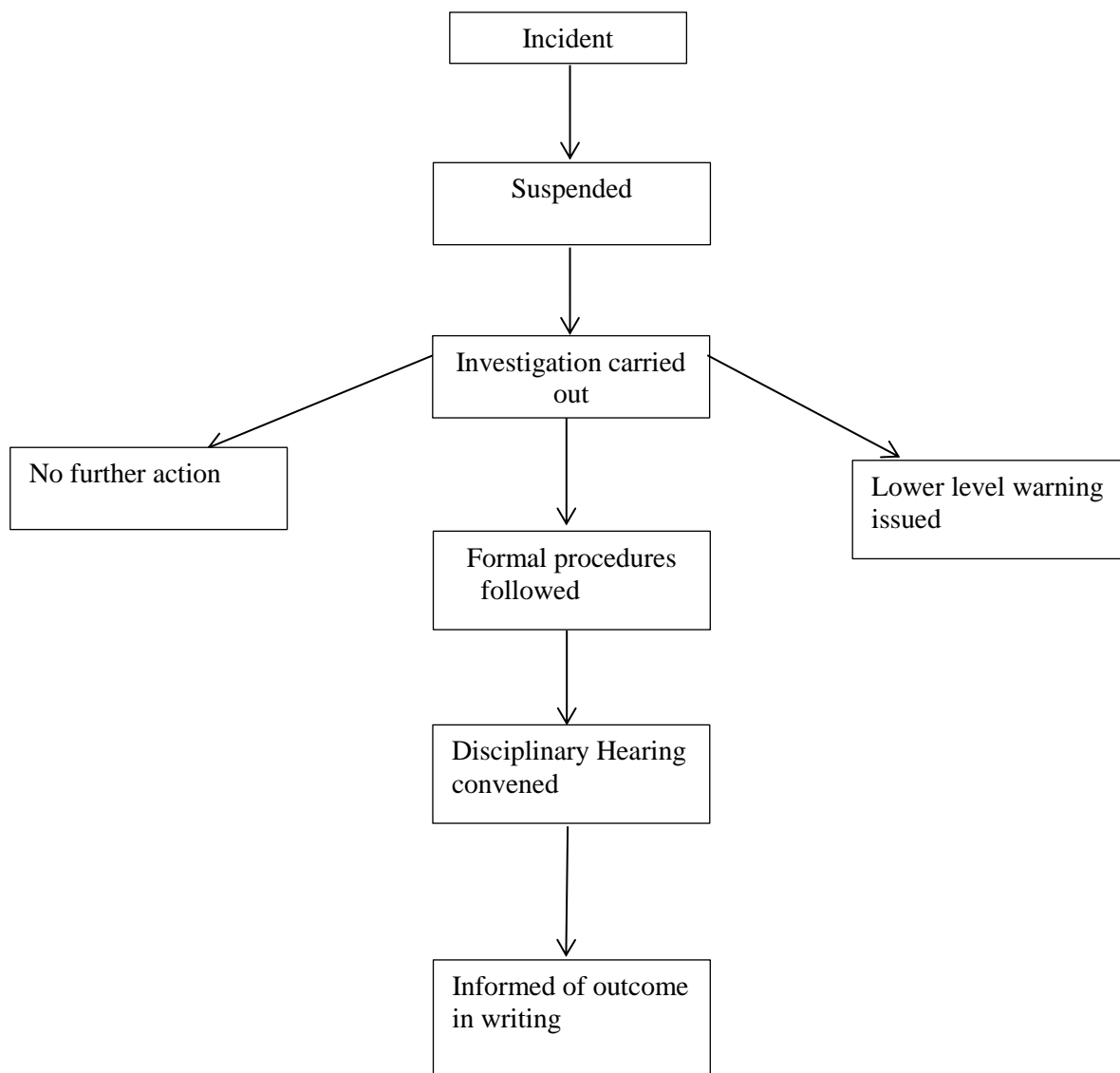
Required job description

It lists an account of employee's responsibilities within the company. This is a general guide to what is required but will sometimes need to be expanded for operational duties.

Recruiting an apprentice involves carrying out administrative procedures as well as specific preparation work. It is necessary to write a job description, detect the needs of the company and analyse accordingly the type of training. Recruitment should also be declared to the contacts corresponding to the business sector of the enterprise.

Attracting the ideal candidate for a job is the challenge of any business. To recruit the rare pearl, it must be able to express precisely its needs: this is the role of the **job description**. As a central recruitment tool, it must be written in a clear way and be as close as possible to the characteristics of the job.

1. Job description: definition

The job description is above all a communication tool used by human resources to successfully recruit. It describes the basic elements of a position, namely its role and mission within the company. It is necessary to differentiate the job description from the job profile. The profile presents the missions as they should ideally be performed, while the form describes them as they are done in practice.

2. What is the purpose of the job description?

Used internally, the job description makes it possible to evaluate an employee's skills in relation to expected performance. Reporting on the tasks and skills related to the position, it serves as a delimitation of the function and standard in annual interviews. It can also help identify training needs.

Used in the context of a recruitment, it allows the company to express its need and to communicate to the candidates, through the job offer, the skills required to be able to exercise the position. She serves as a reference during the job interview. Precision in writing is therefore very important to optimize the recruitment process.

3. What should the job description contain?

The job description should be organized around three main axes.

1. The presentation of the company: in addition to the factual elements (nature of the activity, organization ...), it must be able to attract candidates by highlighting certain assets (dynamism, evolution, achievements, projects ...).
2. The job description, which includes several essential elements:
   o the title and summary of the position;
   o the hierarchical position: attachment, number of employees to supervise ...;
   o the characteristics of the job and the conditions of exercise: type of contract, place and duration of work, hours ...;
   o the definition of the missions and the activities of the post, as well as the means made available for its exercise (technical means, budget ...);
   o compensation.
   o The job description can also mention the specific attractions of the job (autonomy, future prospects ...).
3. The description of the candidate's profile:
   o the training and experience desired, if not required;
   o the skills and knowledge required.

4. The steps for writing a job description

A job description must be carefully drafted. The manager must first collect and gather all the required information before starting to write it. Once written, in simple and clear language, the job description must be validated by the manager of the future recruit and human resources.

WRITING THE JOB ADVERTISEMENT:

Recruiting new talent is a challenge for any business but on the candidate side, we are often drowned in a flood of advertisements that may seem identical.

Writing an attractive job offer, respecting a few simple rules, will allow you to differentiate yourself from your competitors, but also to affirm your employer brand. To help you in this task, we give you some advices to make attractive advertisements

The title of the advertisement:
The title of a job offer should be as short and as specific as possible. It must be clear and make potential candidates want to click on your advertisement. A simple, short and specific job title will allow them to project themselves into the job.
Be explicit: specify for example a mandatory criteria in the title of the announcement and use the same language in the advertisement text as in the title.
The golden rule is to go to the simplest.

The text of the advertisement:
Your advertisement serves as a showcase for your business, so be sure to include:

- A short description of your company that will reflect your corporate culture. Indeed, to attract talent, it is necessary to communicate your values and the benefits of becoming one of your employees.

- The job description, the type of contract and if necessary, the department.

- The mission description with examples of specific tasks.

- The ideal profile of the candidate with the required level of education and experience.

Regarding formatting:
The offer must express all the important information mentioned above, without being too long. Using bulleted lists is a good way to reduce the size of your advertisement, while going to the basics.
It is essential to have an airy layout, clear, while being very careful with spelling mistakes!
Finally, do not forget to preview your advertisement before publishing it, to check for any faults or missing line breaks.

After the publication:
The redirection of the candidatures is generally done towards a valid email address.

Improve the visibility of your advertisement:
To attract a maximum number of candidates, it is important to put oneself in the place of the one who postulates.

An advertisement is not a job description, it must remain as simple and attractive as possible. The details, such as the internal reference of the post, are not to be specified.

If possible, remember to refresh your advertisement so that it always remains in the first page of the site. To be visible, the advertisement must have several generic keywords in the title and the body.

Contract of expectations

This tool is in the form of a made-up contract that both learner and employer should sign. It is a commitment on behalf of both that should meet the expectations that the employment will continue.

Unit 2:   **WELCOMING PROCESS**

Title of the Unit: **WELCOMING THE APPRENTICE/LEARNER AT HIS/HER ARRIVAL WITHIN THE COMPANY**

PRESENTATION OF THE UNIT

DURATION RECOMMENDED:

1/2 day – 4 hours

OBJECTIVES:

Sensitize the tutor in the welcoming process, information giving, preparing the integration of the apprentice/learner within the company.

CONTENT:

- The first contact with the apprentice/learner
  - Motivation
  - Conflict
  - Conceptual and Theoretical Explanation of a Concept
  - What is conflict?

- Preparing a place
  - Coordinating works and team
  - Creating welcoming documentation
  - Content of the welcoming package
  - Information on the Training acquisition
  - Checklist

- Utilizing digital communication tools ICT
  - Innovative teaching methods

- Business Information and Code of Conduct

PUBLIC CONCERNED:

Company tutors (especially beginners) or other people dealing with apprentices/learners in company.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (40% of the lesson), discussions and exchange of good practices (20%), research and role play (20%), implementation (20%)

Unit 2: **WELCOMING PROCESS**
Title of the Unit: **WELCOMING THE APPRENTICE/LEARNER AT HIS/HER ARRIVAL WITHIN THE COMPANY**

GUIDELINES FOR TRAINING

WELCOMING OF THE APPRENTICE/LEARNER

Key words: problem solving, conflict management, led by example**,** reproducing and summarizing company related information**,** mediate problematic discussion**,** facilitate discussion**,** understanding/misunderstanding of provided information.

Welcoming an apprentice involves carrying out administrative procedures as well as specific preparation work. It is necessary to write a job description, detect the need of the company and analyse accordingly the type of training.

At the arrival of the apprentice, information meeting needs to be scheduled, in order to inform apprentices and communicate the process of the training acquisition.

The first contact with the apprentice/learner

Welcoming process of the apprentice/learner is an important first contact with apprentice/learner, who becomes a new employee of the company. It is an opportunity for building a confidence among tutor and apprentice/learner, but also providing the apprentice/learner with the confidence and support so they can feel comfortable and competent in a job. In order to achieve this, a well-designed and thought welcoming programme needs to be prepared which also helps sell your business to the apprentice/learner.

The first contact with the apprentice/learner before entering the work training place is important first step for a successful accomplishment of building a professional relationship with an apprentice/learner. The confidence among you – a tutor and the apprentice/learner is formed since the first contact. Therefore, understandable, clear communication and setting up organization is essential.

For the tutor the confidence means that the effort and time, knowledge spent with the apprentice will have the progression and the apprentice endures in a job after the completion of training, integrates well in a work environment and team, and proceeds with satisfactory work results and attitude.

You need to understand, that each new apprentice/learner may possess new knowledge resources and unique expertise, that existing work team may productively utilize.

For the apprentice/learner, the confidence towards tutor is attributed to more complex attributes like leadership, authority, experiences, organization, knowledge etc.

Therefore, you as a tutor need to accompany the apprentice so that he/she knows who to turn to for useful information.

The style of correspondence, e-mail and phone conversation has to be very clear in order to provide correct instructions to apprentice and increase his/her motivation in a job and learning process.
(For more information see reference to Motivation).
The tutor helps and attempts transforming the learning abilities, attitudes and skills, help to transfer knowledge and develop desirable skills of the apprentice/learner under his guidance and supervision.

Motivation

Motivation is very important in the learning process and is the most effective and desired when comes from the learner itself. In most case however the motivation has more extrinsic character and the learner needs to be motivated from another person or subject, which provides him either with example or promises benefits, and here the winning and losing factors play a significant role.

In both cases the motivation needs to be reinforced, where you, the tutor plays an important role.
Motivation can be both positive as well as negative. The tutor needs to manage a proper balance of positive and negative reinforcements, which is needed to achieve a progress of a learner.

It is many times based more on the experiment, but it is important to understand both for the tutor and for the learner, that mistakes are normal in a learning process, however they need to be corrected.
Therefore, the role of the tutor is to experiment with more personalized approach to the learner, by exercising role plays, situations, experience, where learners are put in various situations and gain experiences.
Positive reinforcements are needed for a good progression of learning.

Conflict

The same principle of good team cooperation will apply for apprentices/newcomers. A team is formed from people with different and similar values, ideas, positions and it may happen very frequently, that the conflicting situations may occur. This may be also valid for the welcoming meeting. Therefore, the tutor needs to possess conflict management and resolution skills that may mediate and manage the conflict and help to resolve the conflict.

Conceptual and Theoretical Explanation of a Concept of Conflict

- **What is conflict?**

Conflict could be defined as a situation in which people, groups or countries are involved in a serious disagreement or argument (Oxford Advanced Learners Dictionary, 8th Edition)

Conflict is a natural and frequent part of team. The successful conflict resolution is likely to lead to a building of trust, which in turn encourages group members to learn about the issues in more detail, be more creative in problem solving, and be more committed to group decisions by being less defensive and more open to alternative points of view.

Conflicts may arise for various reasons, such as different opinions about the content and outcomes of the task being performed, more process oriented - about the delegation of tasks and responsibilities, or about interpersonal issues (Jehn and Bendersky, 2003)

For the tutor to possess the disposition to manage such conflicts effectively, a clear understanding and interpretation of conflict issues are essential.

Not all the conflicts can be resolved, but tutor can manage and regulate them. Therefore, tutors must deal with conflict situations by helping to mediate problematic discussion.
Conflict in company's environment can be also concerned with the creation and establishment of unjust orders, disorderliness, amongst people arising from a disagreement.

Preparing a place

- **Team cooperation**

- **Coordinate works and team**
Key words: Coordinate works, Delegate tasks, Lead and motivate young people, Deliver instructions, Master teamwork, Master time management, Prioritize tasks accordingly to different levels of importance, Coordinate the apprentice arrival, Assign tasks to colleagues/ staff members, Prepare the workplace, Process the work plan of the initial week, Process the check-list, Know and mediate the information on work organization in the company.

Recognize the breach of technological proceedings or usage of proper materials, undertake decisions on editing of the procedure, or correction, identify skills of staff members.

In a company, the working environment is usually based on a team work. Each employee is assembled with tasks, duties and responsibilities in compliance with his/her job position and skills obtained. For a tutor, it will be essential to assemble a team of colleagues to delegate tasks and activities related to the apprentice's arrival. After the successful identification and selection of team members, the tutor needs to plan and accomplish an information meeting, where duties and organizational details will be further discussed and explained. The tutor needs to master excellent communication skills within the team for which is being now responsible, in order to provide clear and accurate instructions for the welcoming of apprentice.

It may happen that the agendas and schedules of your colleagues will be booked at the selected date. Therefore, you need to have always and alternative option on hand. You may use your preferred style of communication with colleagues, like phone call, or scheduling an invitation on outlook and send invitation to deliver presentation electronically. You need to plan to send an invitation well in advance, so that your colleagues will have enough time to book their time or reschedule their agendas.

Once the list of speakers is confirmed, the next step is to coordinate the time dedicated to presentations, their structure and organize technical facilities.

On the welcoming day, you will be busy with organizational and coordinating activities; therefore, you need to delegate specific tasks and activities to your colleagues. During a team meeting, take careful observation and lead the discussion in a manner that you will be able to identify skills and expertise of your colleagues, who could accompany you at the welcoming day. Select a technical assistant for servicing technical facilities, in case of some difficulties, you need to be ready to fix them up as well as administrative tasks you may delegate with your administrative assistant, who will register and guide apprentices/learners with instructions, carry out the tasks related to questionnaires, feedback obtained from apprentices/learners.

- **Creating welcoming documentation**

Welcoming packages get employees informed with their new role and workplace. You need to prepare a welcome pack before their start date, but you may choose whether to provide apprentice/learner electronically by sending an email or you leave the pack on their desks. We recommend you to leave a kit on the desk, so that apprentice/learner may return to information any time during the welcoming day and in case of questions he/she may refer to the documentation easily. The packages serve a purpose of providing apprentices/learners with necessary resources for their job and helping set the stage for a successful first day at work.

Once you set up a good plan of a delivery of the welcoming package, you can start with the creation of the package.

- **Content of the welcoming package**

The welcoming package needs to contain helpful information about your company, like your company's mission, vision and an overview of its culture, including items that embody your company culture to help apprentices/new employees feel like a part of the team. Provide information that will help apprentices/learners adapt in their new workspace.

- **Information on the Training acquisition**

Prepare detailed information on the training that will be executed and invite speakers to provide information and evidence on the training and on the company to apprentices/learners.

- **Checklist**

Here you can find welcome package checklist with informative paperwork and guides

Prepare:

- Documentation for apprentices/learners listing details of the training
- Information on your company
- Office map
- Information on your company people e.g. employee's phone number, Email, Username on company messaging app, emergency contact, print copy of your employee handbook
- Organizational chart
- Company policies
- Employment contract
- Benefits forms, Confidentiality agreements
- Stationeries e.g. pens, pencils, notebook, company stickers
- Personalized items: Offer thoughtful, customized items to give new employees a warm welcome e.g. Welcome letter by the company CEO
- Welcome gift

Propose and create questionnaires/feedback forms

- **Utilizing digital communication tools ICT**

The technology has an impact on how to communicate with others and how the business is done. Using digital resources allows apprentices/learners to learn new information with their own pace. They can quickly summarize what they have already known about the theme and take more time to absorb information which is new for them. Digital resources also save paperwork and so the environment.

It is important for you tutor to understand that the ICT communication has different characteristics than face-to-face communication to which it is only complementary. In a painting profession a face-to-face learning and practical exercising is fundamental in a learning process as well as in a practice. However, if you decide to combine a learning process based on face-to-face learning and digital learning, the design and selecting proper innovative teaching methods may help you maximize your efforts.

Innovative teaching methods which combine ICT and face-to-face education
- Visible Thinking
- Peer Instructions
- Flipped Classroom
- Critical Thinking

Business Information and Code of Conduct

It is essential that the relevant information to the apprentice about the current business situation in the company, important orders, news and used painting technologies and workplace materials is provided to apprentices/newcomers.

The tutor needs to communicate the values of the organization and clearly explain everything from organizational goals to specific tasks, duties to be accomplished and well understood by apprentices.
Each company has its own Guidelines for employee conduct. It usually involves the protection of company property, diversity and anti-harassment, health and safety, social media, dress code and some other processes and procedures. Some companies offer to their apprentices/learners benefits and Mentorship programs, Corporate Social Responsibility programs. Prepare a short summary of your company's guidelines and make sure that all they key points are involved.

You may call it a Handbook on Company's Guidelines and to each key point you may provide a reference of the relevant document.

Unit 3:   **TRAINING: FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS**

Module 3.1:   **USING PROFESSIONAL SITUATIONS TO DESIGN LEARNING PROCESSES**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

2 days

OBJECTIVES:

At the end of the module the company tutor should be able to identify professional situations and learning techniques required to enable the proper training of the apprentice/learner within the company.

CONTENT:
- Conditions for successful work-based learning
    - Experimental approach
    - Autonomy
    - Support
- Conditions for successful learning
- Organizing a progressive learning course
- Training methods
    - Explicative method
    - Demonstrative method
    - Experimental method
- Several pedagogies
    - Pedagogy of success
    - Differentiated pedagogy
    - Inductive approach

PUBLIC CONCERNED:

Company tutors or other people dealing with apprentices/learners in company.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (40% of the module), discussions and exchange of good practices (20%), research and role play (20%), implementation (20%). This Module can be combined with Modules 3.2, 3.3 and 3.4.

Unit 3:   **TRAINING: FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS**

Module 3.2:   **IDENTIFYING KNOWLEDGE, TECHNICAL KNOW-HOW AND INTERPERSONAL SKILLS NECESSARY FOR THE PROFESSIONAL PERFORMANCE OF LEARNERS**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:
1 day – 8 hours

OBJECTIVES:

At the end of the module the company tutor should be able to communicate efficiently with the apprentice/learner and to solve potential difficulties occurring during the training in the company.

CONTENT:
- Improve communication
  - As the receiver of a communication
  - As the issuer of a communication
- Solve problems occurring during training in the company
  - The Thomas-Kilmann model
  - The 5 options for conflict resolution

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (10% of the module), discussions and exchange of good practices (30%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.3 and 4.4.

Unit 3: **TRAINING: FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS**

Module 3.3: **FOLLOWING THE PATHWAY WITH THE TRAINING CENTRE**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:
1/2 day – 4 hours (maximum)

OBJECTIVES:

At the end of the module the company tutor should be informed about the possible kind of trainings undertaken by learners and should be able to build effective communication channels with training centres.

CONTENT:
- Information regarding training options
- Timetables and training plans
- Reporting and liaison documents

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (15% of the module), discussions and exchange of good practices (25%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.2 and 4.4.

Unit 3: **TRAINING: FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS**

Module 3.4: **TRANSMITTING HEALTH AND SAFETY RULES RELATED TO THE PAINTING AND DECORATION SECTOR**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

1/2 day – 4 hours (maximum)

OBJECTIVES:

At the end of the module the company tutor should be able to communicate to the learner/apprentice the health and safety rules related to the painting and decorative sector.

CONTENT:
- Identify relevant laws and regulations regarding health and safety in the painting sector.
  - International and national laws and regulations
  - Company's established rules
- Communicate the health and safety rules to the apprentice/learner in an effective way
  - Carry out health and safety exercises
  - Perform regular checks on the apprentice/learner regarding health and safety

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (15% of the module), discussions and exchange of good practices (25%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.2 and 4.3.

Unit 3:   **TRAINING: FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS**

GUIDELINES FOR TRAINING
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1. USING PROFESSIONAL SITUATIONS TO DESIGN LEARNING PROCESSES

Tutors in companies are trainers of a very particular type: they do not have a time and a specific place to teach. Their intervention is done in the very frame of the production. Moreover, their role is not primarily to transmit knowledge, to "teach", but to make the trainer work, that is to say to create the conditions favourable to the acquisition of skills:

- Organize a progressive learning pathway.
- Identify work situations that provide the opportunity to develop know-how.
- Provide useful information and specific instructions for work.
- Choose the appropriate type of help (permanent or occasional assistance).
- Analyse with the learner, the results obtained, and the approach followed.

Two logics intersect and must balance when training a learner alternately:

- The logic of training: the learner must develop or acquire skills and the tutor must take time to help him.
- The logic of production - profitability: need for the company to be profitable with a determined number of objects to produce or services to render.

As a tutor, you must respect the ethical principles of training:

Principles of respect:

- Never consider learners as objects or passive subjects who would not have a say.
- Do not provide them with ready-made opinions or already drawn lines of action but give them a correct reasoning method so as to leave them, at the end of their training, free choice of their ideas and their attitudes.
- Give them a complete and objective aspect of the situation or problems addressed.

Principles of loyalty:

- Never act without the knowledge of the learners.
- Tell them the objectives of the training.
- Prohibit methods and training techniques that could lead to "manipulation of consciences".
- Be held at the discretion of learners, do not disclose outside information collected during the training (and vice versa).

THE CONDITIONS FOR SUCCESSFUL WORK BASED LEARNING

A) **Experimental approach**

Work-based learning is a process in several steps:

1) A difficulty in solving an obstacle that stops you in your action.

2) An analysis of the situation (What is the problem? What are the causes? ...).
3) A search for additional information.
4) Hypotheses of solution.
5) An experiment.
6) An analysis of the results.
7) And when the problem arises, we know how to proceed.

➔ **It is by practicing this way in the daily work, even in an unconscious way, that the learner, like the professional, is trained.**

B) Autonomy

The learner must have autonomy, and this in two ways:

- Personal attitude of the learner: "I try to find the solution myself, I do not expect everything from others, I feel responsible for the work entrusted to me. If I fail, I do not blame the others".
- Autonomy left by the environment: "I need a margin of manoeuvre, a certain freedom of action".

C) Support

The learner needs to be guided, advised. He must know who to turn to for useful information. He needs control of his results. He sometimes needs to be encouraged.

Support is particularly important in the following situations:

1. Mistakes

   The learner makes mistakes. He does not report his measurements, does not use the right tool or fails to assemble his parts! The tutor can (and sometimes, has to) correct immediately and explain or show how to do it.

   But why is it wrong? Is it by inattention? For lack of information?
   Or because he thinks he is doing well? The error is like a blinker: "Attention problem! Is there not a bad appreciation or misunderstanding somewhere? So when faced with the mistake (especially if it is repeated), take the time with the learner to find out why.

   The error is not only a behaviour to correct, it is the indicator of a gap, a fault upstream. Go back to the source!

   "The mistake is not to commit a fault, it is to commit it a second time.
   But to avoid making the same mistake twice, one must be aware of having made one the first time".

2. Dysfunctions

   In a building site, everything does not work as expected, there are breakdowns, missing equipment, the customer who arrives late ... This is the reality of work and it is perhaps one of the best training levers.

   Take the case of mechanical trouble. The tutor can say to the learner: "Fend off what I'm fixing! But he can especially try to associate the learner with the diagnosis and the repair.

It is in this second way that the learner will learn to find solutions, to manage the unexpected, and even to anticipate the difficulties, to observe the warning signs of problems, to take the preventive measures, in short to act with autonomy. What is true for technical incidents also applies to human problems.

3. Questioning

We progress by "asking ourselves questions" and agreeing to "question ourselves". The questions of others open our eyes to aspects that have gone unnoticed. For you tutor, questioning is a tool to encourage the reflection of the learner.

Before giving him your explanations, ask him about what he knows:

He is wrong, ask him why he did so.

He finished a job, ask him about the steps he took, the tools he used.

A construction site ends, have him describe what he has learned.

He is dissatisfied with the organization of work, question him about what he proposes.

Listen to his questions too ... Maybe they will bring you back some of your habits ... in question.

CONDITIONS FOR SUCCESSFUL LEARNING

A learner learns if he understands

The way of learning must be structured in a logic that is easy to remember.
For example, to repair a machine, you first need to know how to mount it and how to disassemble it. The vocabulary used must be part of the daily vocabulary of the trained and examples, illustrations, anecdotes must be taken in his daily life.

1. A learner learns if the training is directly related to his daily life.

The techniques or knowledge that are presented during the training must easily relate to what the participants already know or do. Indeed, we know that new knowledge is organized in the brain as an extension of what is already acquired. Therefore, the tutor increases the chances of memorization if it presents new concepts with some familiar elements.

2. A learner learns if he or she perceives, understands and accepts the objectives of the training.

The objectives must be announced at the beginning of the training and be consistent with the expectations of the learner. This supposes that everyone expresses their expectations: tutor and learner.

3. A learner learns if he is acting and commits.

The more the learner acts, the more he learns. It also means that after the training, the learner must have the tools with which he can continue to practice.

4. A learner learns if the tutor knows how to use the feedback adequately.

Respect of the learner, remarks on the productions, the activities, the observable behaviour and not on the person.

5. A learner learns if he feels integrated into a group.

A learner is more easily convinced by peers than by an outside trainer. In the workplace, good relationships with other colleagues will affect the quality of learning.

6. A learner learns if he is in a climate of participation.

The learner must feel useful, involved in what is asked of him, considered and not judged.

ORGANIZE A PROGRESSIVE LEARNING COURSE

From simple tasks to complex tasks, how to plan progression?

Example of a 3-level grid where the learner goes:

- Level 1: apply, imitate, reproduce, redo under the same conditions
- Level 2: adapt, redo in different conditions
- Level 3: innovate, deal with the unexpected, find your own solutions

Process

1. Choose a task to be completed by the learner.
2. Decompose it in several steps to cross. The levels will all be a progression in the difficulty.
3. Anticipate the conditions conducive to the success of the various stages.
4. Plan the places - the times - when the learner might be in trouble.
5. Imagine the explanations - the gestures - to give to help the learner overcome this temporary difficulty.
6. Make the learner aware of the progress made: "Some time ago, you could not have done this task and today ..."

THREE TRAINING METHODS

1. EXPLICATIVE METHOD

The tutor exposes, explains. The learner listens and tries to remember.

For this method to be effective, several steps must be followed:
1. The tutor asks what the learner already knows or has learned at the training centre.
2. He gives the information and the explanations using, if necessary, sketches, cards or other written supports (central part).
3. It verifies the good understanding of what has been said by making the learner speak (or act) (exercises, ...).

2. DEMONSTRATIVE METHOD

The tutor shows the gesture. The learner reproduces this gesture.

For this method to be effective, it must have several times:

1. Before the training, the tutor must have cut the task to be done, in several gestures, so that each of these gestures can be learned by the learner at one time. These gestures, the tutor will make them reproduce separately, one after the other.
2. The tutor presents the situation (where does the product come from, what does the machine do, ...).
3. The tutor makes the gestures, first without comment and then with comments (explaining what he does and why he does it).
4. The learner reproduces the gesture, first without comment and then with comments (it is indeed important to make the learner speak, because it helps to memorize and allows to verify the correct understanding).

3. **EXPERIMENTAL METHOD**

The tutor puts the learner in situation. The learner drives the action himself.

The tutor puts the learner on a task. He gives him the necessary instructions and information. The learner will learn by acting and solving problems as they arise. If, at the beginning, the tutor closely follows what the learner is doing, very quickly, he lets him "fend for himself".

This method is the heart of enterprise learning. It develops the autonomy of the person, his reasoning ability, his ability to cope with new situations and, in particular, incidents.

Tutoring is based on the principle that the company is a place of training.

According to the American educational theorist David KOLB, there is no learning unless there is work on the experience. He distinguishes 4 phases in this elaboration of knowledge by transformation of experience.

1.   THE CONCRETE EXPERIENCE

It is the experience, it is what the person does and how he or she feels when doing it.
Tutor's question to the learner: "What did you do? »

2.   THE REFLECTED OBSERVATION

It is the possibility to put words on machines and products, on events, on actors and to describe events, problems.
It is the possibility of expressing successional links in time, relationships in space.
It is to make the link between the concrete experience and concepts.
Tutor's question to the learner: "How did you do it? How did it go? »

3.   CONCEPTUALIZATION

It is about linking events, situations to general principles, to theories.
It is about making explanatory assumptions.
Tutor's question to the learner: "Why did it happen this way? »

4.   EXPERIMENTATION

Experimentation differs from experience in that it is constructed with the intention of testing hypotheses.
Tutor's question to the learner: "How could you do it next time? How could you do that in such and such a circumstance?

1.   The pedagogy of success

The pedagogy of success is focused on the progression and success of the greatest number of people. To do this, it implements a dynamic process based on the division of the training content into successive levels. Each learner who encounters difficulties will have the time necessary to achieve the objectives.

Propose accessible situations, i.e.:
- Demanding enough to lead to progress,
- Not too difficult to avoid failure.

What to do with the error? Two designs:
- Error: false steps to be sanctioned,
- Error: indicator of a misunderstanding, and therefore an element to be worked on (have the cause verbalized, search for the cause, provide the necessary information).

2.   Differentiated pedagogy

Differentiated pedagogy is based on the existence of learning processes according to the learners, on the existence of different characteristics that influence learning and on individualized support for each individual's progress.

3.   The inductive approach

The inductive approach consists in constantly relying on work situations, problems encountered, successful experiences, to make people discover rules and general principles.

ACTIVITIES TO PUT FORWARDS WITH THE LEARNER

Explain to the learner 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.
Break down an activity (simple, complex) into different stages to facilitate the learner's mastery of it.
Demonstrate and explain the most appropriate posture for carrying out a task.
Select appropriate documentary reference material and explain it to the learner.
Use straightforward language with the learner and define any technical terms that are specific to the job.

Resources	Methods and procedures	Related knowledge	Professional requirements
Site description	Job profile	Providing teaching material	Conformity of the professional knowledge and work of the apprentice in comparison with the expectations of the company and the requirements of the training reference system
Tools, machines and equipment	Training course developed by the tutor		
Instructions for use	Formalised production process and qualitative criteria		
Specialised books			
Practical files			
Plans, sketches			Independence of the apprentice
Work instructions			
Professional glossaries			Accounting for safety instructions

2. IDENTIFYING KNOWLEDGE, TECHNICAL KNOW-HOW AND INTERPERSONAL SKILLS NECESSARY FOR THE PROFESSIONAL PERFORMANCE OF LEARNERS

ACTIVITY 1 - Improve communication

Several techniques can be used to improve the communication between the tutor and the apprentice/learner.

1.   Three qualities to communicate

Want to communicate (motivation)

To want to communicate is to be at the disposal of the other, both as a sender and as a receiver.
Wanting to communicate implies an effort to understand that the exchange will not be a one-way street, and everyone will feel that they have a personal interest.

Ability to communicate (means)

To be able to communicate is to have the means to do so. These means are of order:
- Physical: speech and hearing.
- Instrumental: the place where the exchanges take place is not neutral. Be sure to choose places that are conducive to the person's confidence. Also ensure that the acoustics of the rooms are sufficient.
- Intellectual: the receiver must be able to understand the words you are saying: the words used must be understandable to the receiver.
- Also, be sure to explain and repeat.

Communication skills (technical)

Knowing how to communicate means respecting the following principles: the sender wants us to listen to him, to understand him. The receiver wants to understand, to be able to say whether he has understood or not, to have the right to answer.

2.   Improve your qualities as the receiver of a communication

A. Reframe and put into perspective

Since humans tend to constantly interpret what they perceive, we have to put what we hear into perspective. Paul Watzlawick, a famous Austrian psychologist, who worked a lot on communication, distinguished 2 orders in reality:

The reality of order I is a real fact. It is a concrete, objective reality
For example: "I am ranked in category 7 at the national tennis level".

The reality of order II is what we do with it, It is a reality with a value judgment, a social connotation
For example: "I am the best tennis player in my club".

To reframe is to look at things from a different perspective. This is what will allow us to take a step back from an event that we have interpreted or that seems heavy to bear. It is not possible to change what has

happened but to change our vision of things.

B. Reformulate

To reformulate, is to repeat **in one's own words** what the other person has just expressed:

"If I understood correctly, you think that..."
"In other words, what concerns you is..."

Reformulate allows you to:
- Give the other person the opportunity to correct if this is not what he or she wanted to convey as a message
- Synthesize and focus on the objective by dropping unnecessary details, bringing a calmer rhythm to the conversation and relieving tensions,...

Reformulation can sometimes seem tedious, but it also depends on the finesse of understanding that is put into it. We can reformulate at different levels:

- At the word level,
- In terms of feelings,
- At the level of values.

Reformulating allows the other to feel recognized and opens the dialogue.

C. Synchronize

Reformulation can also be done at the non-verbal level. Synchronizing with a person is reflecting what they express in their non-verbal language (what they show by their body positions, movements, tone and rhythm of voice, way of breathing...) through a similar non-verbal. This way of getting along with the person is a way of showing them that they are understood.

D. Active listening

Active listening involves **showing through verbal and non-verbal signs that you are interested in what the other person is telling** you and that you are trying to understand the feelings that drive them. We can never be certain that we have understood what the other person is telling us; that is why it is essential to test the accuracy of our listening and thus reduce the misunderstanding and distortions that occur in most communications.

The 3 steps of active listening:

1.   **Listen** very carefully to the other's message while trying to be sensitive to the implicit (non-verbal) level of communication.
2.   **Reformulate** by synthesizing if necessary, what has been understood. Redirect in our own words what we perceive of the content expressed. Play the role of the mirror in such a way that the other can see himself from a new perspective through our reflection.
3.   Have our understanding **corrected** or confirmed, which minimizes the risk of misunderstanding.

3.   Improve your qualities as the issuer of a communication

A. Adapt

Adapting implies **being attentive to the difference of the other,** understanding that he himself communicates from his frame of reference, his culture, his personality.

A double effort of openness and adaptation is therefore required in order to use a common language that is acceptable and understandable.

Ex: We will gradually use the jargon of the trade with the learner so as not to knock him out.

B. Seek feedback

In verbal exchange, communication requires feedback (reaction to information), especially if it is new or specific. The sender must ensure that his message has been correctly understood. **It is the feedback that proves that there is real communication between two people**. Without it, there is no reciprocity, no exchange. The sender adapts his message according to the perceived reactions of the receiver.

C. Exploiting the different channels

A 1973 study by the **Industrial Audio visual Association** showed that we memorize:

- ➢ 10% of what we read
- ➢ 20% of what we hear
- ➢ 30% of what we see
- ➢ 50% of what we see and hear at the same time
- ➢ 80% of what they say
- ➢ 90% of what we say by doing something that involves us.

These figures highlight the importance of involving the learner. They also reveal the trainer's interest in exploiting the 3 main communication channels:

- Visual: table, overhead projector, slides, videos, drawings, diagrams, graphs, flowcharts.

- **Hearing:** As we have seen, the loss of messages is very high.
If the tutor cannot remove them completely, he can reduce them.
- ➢ How? How? By:
- ➢ The questioning
- ➢ A variation of rhythm and tone
- ➢ Partial syntheses
- ➢ The reformulations

Memory hooks (Examples, metaphors, key numbers are memory hooks. Stimulating, they attract attention and allow, by association of ideas, to find the ideas they illustrate.

- **Kinaesthetic** (sensations, emotions): To make manipulate, feel, make express, the feeling is an excellent way to use the kinaesthetic channel.

D. Attitudes to be favored

In communication, some attitudes encourage exchange, others block it.

These attitudes, described by the psychologist J. PORTER, evolve between two poles (+ and -) of **authority** for the line manager (or tutor) and **freedom** for the subordinate (or learner).

In a few words, here is a definition for each of the 6 attitudes defined:

Immediate solution (order)

Propose, or even impose on others with a certain authority, what should be done, leaving them with little initiative. Introduction of a solution on an imperative basis.

Evaluation (judgment)

Make a value judgment based on oneself about what is said or done. It is an attitude that often has a moralizing aspect.

Support (care)

Support, advice, which seeks to reassure the interlocutor: generalize, de-dramatize, to go back to a previous experience, let time work.

Interpretation (seeking explanation)

Survey, research of additional information to better understand the problem at stake.

Investigation (information retrieval)

Analyze with the interlocutor the ideas expressed in order to discover their origin and search for explanations.

Understanding (reformulation)

Express to the other person that you have understood what he or she has just said without interpreting.

Introduction: Examples of problems

Case 1

John is a music fan and takes his MP3 player with him everywhere. He also listens to him on the site and listens to the music during the work. However, when the boss comes to the site, he hides it.

➔ What should his tutor do?

Case 2

On Monday morning, Alexandra was not present at her workstation. This is not the first time that she has been away on a Monday morning and she has not notified her absence to the tutor.

➔ What should her tutor do?

Case 3

On Wednesday, the team is on site. William leaves his workstation without informing the workers but informs the boss. He breaks down and explains that he is alone on his workstation and that the loads to carry are horribly heavy and that he can't take it anymore.

➔ What should his tutor do?

Case 4

Emma is a very good apprentice and shows great motivation. The whole team is very happy with her work. Everything is therefore going well in the company. But on Thursday morning, the Training Centre called the tutor to warn him that Emma had not been to school for more than a month and that she was at risk of dismissal and breach of contract.

➔ What should her tutor do?

The Thomas-Kilmann model
The Thomas-Kilmann model was designed by two psychologists, Kenneth Thomas and Ralph Kilmann, to illustrate the options we have when handling conflict. There are two dimensions in the model.
-   The first dimension, the vertical axis, is concerned with conflict responses based on our attempt to get what we want → Assertiveness options.
-   The other dimension, the horizontal axis, is concerned with responses based on helping others get what they want → Cooperativeness options.

→ **This creates 5 basic types of response.**
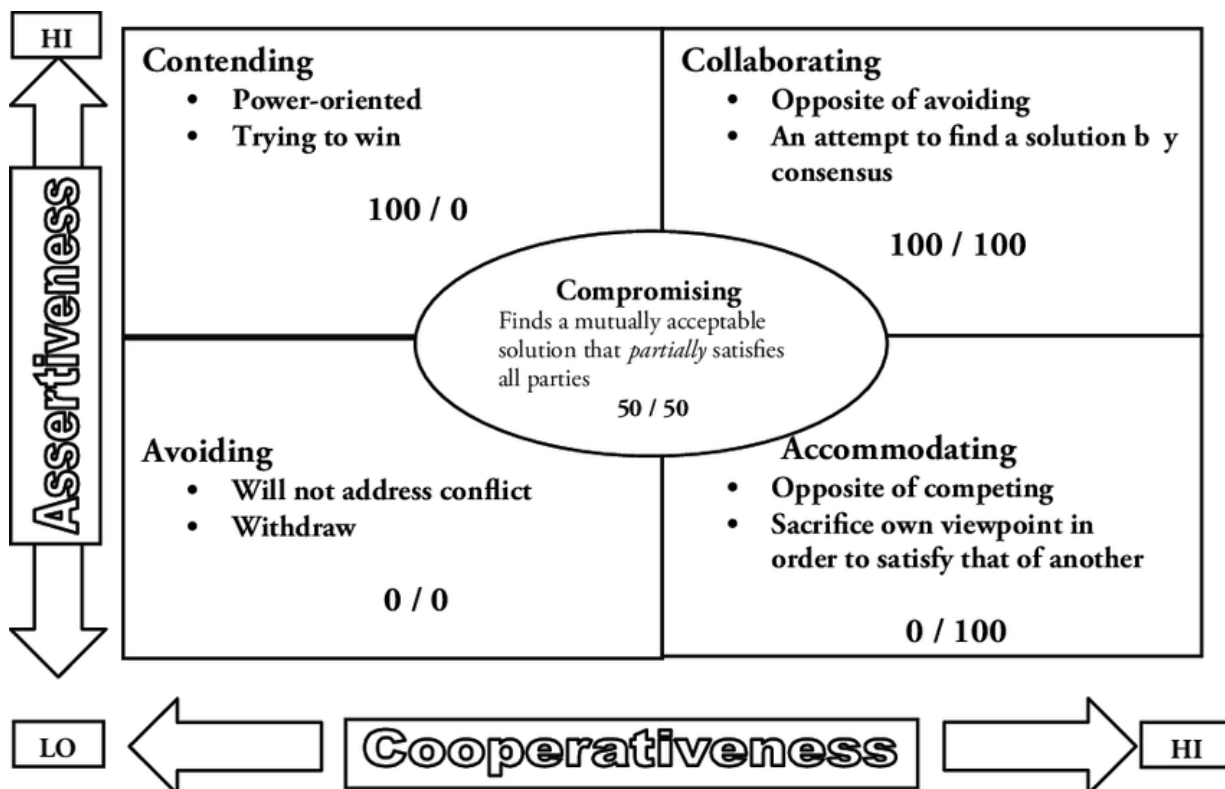
The 5 Options of Conflict Resolution

These are the 5 options in conflict resolution in the Thomas-Kilmann model.

1. Competing.
The Competing option is at the top left of the model which means you take a wholly assertive and uncooperative approach to resolving the conflict. It means standing up for your rights, defending a position which you believe is correct, or simply trying to beat the other side.

2. Accommodating.

The Accommodating option is at the bottom right of the model which means you take a wholly unassertive and co-operative approach. This might take the form of selfless generosity or charity, giving in to another person's orders when you would prefer not to, or yielding to another's point of view.

3. Avoiding.

The Avoiding option is at the bottom left of the model which means you take an unassertive and

uncooperative approach to the conflict and don't deal with it. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

4. Compromising.

The Compromising option is at the centre of the model because it is both assertive and co-operative but only to some extent. It's the approach of "half a sixpence is better than none". Both sides get something but not everything. It might mean splitting the difference between the two positions, some give and take, or seeking a quick solution in the middle ground.

5. Collaborating.

The Collaborating option is at the top right of the model and is at the opposite extreme of avoiding. It means being willing to believe that when two parties are at loggerheads, it is possible for both sides to come out with what they want. Collaborating requires developed conflict resolution skills based on mutual respect, a willingness to listen to others, and creativity in finding solutions.

The Choices We Make in Conflict Resolution

Conflict abounds in the workplace. Research shows that each of us spends an average of 2 to 3 hours a week involved in some way in conflict. In most cases, the outcomes are unsatisfactory and lead to fall-outs, disharmony, and distractions from the real purposes of work. The cost in lost productivity and human pain is considerable. That's why models of conflict resolution, such as the Thomas-Kilmann model, are vital to learning how to manage conflict more effectively.

The different modes of conflict management:

Not all conflicts are the same. As a tutor, some of the conflicts you will face will be more difficult to resolve than others, you will have to consider how your conflict management approach might impact on the outcome of the conflict or how to adjust this approach to better address the situation. This article will help you determine your preferred approach to conflict management and understand the various other approaches, when to apply them; and the behaviours that are characteristic of those who use them.

Here is a short survey to help you determine which method you prefer when you need to manage a conflict. This exercise will be more useful if your choices illustrate your current behaviour and not the behaviour you would like to have. Write the question and letter number of the statement that best describes your coaching behaviour in most situations. Using this spreadsheet, find out what your preferred method is…

INSTRUCTIONS

Consider situations where you find that your wishes differ from those of another person.

What is your usual reaction in this type of situation? For each pair of descriptions, circle the "A" or "B" according to the behaviour you would adopt; in a number of cases, neither the "A" nor the "B" will represent your typical behaviour; then choose the answer that most closely matches the behaviour you would adopt.

1.   A. I sometimes leave it to others to solve the problem.
       B. Instead of debating the issues between us, I try to focus on the things we agree on.
2.   A. I try to solve the problem by finding a compromise.
       B. I try to act in the best interests of the other person and my own.

3.   A. I usually take a firm position to achieve my objectives.
      B. I could try to calm the other person's feelings and not cut off bridges.
4.   A. I try to solve the problem by finding a compromise.
      B. Sometimes I give up my wishes for the benefit of the other person's.
5.   A. I am constantly looking for the other person's help to find a solution.
      B. I try to do what is necessary to avoid unnecessary tensions.
6.   A. I try to avoid the inconveniences that would affect me.
      B. I'm trying to impose my point of view.
7.   A. I try to defer the problem until I have time to examine it.
      B. I make concessions on some points in exchange for concessions on others.
8.   A. I usually take a firm position to achieve my objectives.
      B. I try to bring up all the interests and problems right away.
9.   A. I find that disagreements are not always worth worrying about.
      B. I try to get what I want.
10.   A. I persevere to achieve my goals
      B. I'm trying to find a compromise.
11.   A. I try to bring all interests and problems to the table right away.
      B. I could try to calm the other person's feelings and not cut off bridges.
12.   A. I sometimes avoid taking positions that could lead to conflicts.
      B. I sometimes concede something if the other person also makes a concession.
13.   A. I propose a middle ground.
      B. I succeed in imposing my points of view.
14.   A. I share my ideas with him and ask him for his own.
      B. I try to make him understand the logic and advantages of my point of view.
15.   A. I could try to calm the other person's feelings and maintain our relationship.
      B. I try to do whatever is necessary to avoid tensions.
16.   A. I try not to hurt the other person's feelings.
      B. I try to convince the other person of the value of my point of view.
17.   A. I usually take a firm position to achieve my goals.
      B. I try to do what is necessary to avoid unnecessary tensions.
18.   A. If it pleases the other person, I respect his opinion.
      B. I respect some of the other person's opinions if he respects some of mine.
19.   A. I try to bring all interests and problems to the table right away.
      B. I try to defer the problem until I have time to consider it.
20.   A. I immediately seek a thorough discussion of our disagreements.
      B. I try to find a fair combination of gain and loss for each of us.
21.   A. I try to take into account the wishes of the other person in my approach to negotiations.
      B. I am always willing to engage in a direct discussion of the problem.
22.   A. I try to find an intermediate position between his or her own and mine.
      B. I express my wishes.
23.   A. I am very often concerned about fulfilling all our wishes.
      B. I sometimes leave it to others to solve the problem.
24.   A. If the other person finds his or her point of view very important, I am inclined to respond to his or her wishes.
      B. I try to decide the other person to adopt a compromise.
25.   A. I try to make him or her understand the logic and advantages of my point of view.
      B. I try to accommodate the other person's feelings in my approach to negotiations.
26.   A. I bring a point of view to the table.
      B. I am almost always concerned about fulfilling all our wishes.
27.   A. I sometimes avoid taking a position that could lead to a dispute.
      B. If it pleases the other person, I would be able to accept their point of view occasionally.
28.   A. I usually take a firm position to achieve my goals.

B. Most of the time, I ask the other person's help in developing a solution.

29.   A. I bring a point of view to the table.

    B. I find that differences of opinion are not always worth worrying about.

30.   A. I try not to hurt the other person's feelings.

    B. I always discuss the problem with the other person so that we can find a solution.

Scoring and Interpretation

When you have completed the survey, transfer your choices to this scoring sheet by circling, for each statement, the letter you chose for that statement in the survey. For example, if you circled the letter B in statement 1 of the survey, circle B in the first row below.

Count the number of circled responses in each column. Record the total in the box under the column.

	Competing	Collaborating	Compromising	Avoiding	Accommodating
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
TOTAL					

Now that you know your preferred approach, you can familiarize yourself with the other approaches. It will be extremely useful for you to be able to understand and use the approach that is best suited to the conflict situation. The information and model below describe the five methods of conflict management: competition, collaboration, compromise, avoidance and conciliation.

<u>The Competition method is assertive and non-cooperative</u>

You want your point of view to triumph at the expense of the other person's. This method is based on the affirmation of power; you use any source of power that you feel is appropriate to make your point of view

prevail - your ability to argue, your authority or your ability to reward or punish the other. Competition means "asserting your rights", defending a point of view that you think is justified or simply trying to win.

The Conciliation method is non-assertive and cooperative

This method is quite the opposite of the competition. You neglect your own interests in order to satisfy those of the other person. Conciliation can occur when you show unselfish generosity or benevolence, when you carry out another person's instructions even if you would prefer not to acquiesce or when you yield to the other person's point of view.

The Avoidance method is non-assertive and non-cooperative

You are not defending your interests or those of the other person. You are not facing conflict. You use avoidance when you avoid a subject through diplomacy, postpone the confrontation of a problem to a more appropriate time or simply withdraw from a threatening situation.

The Collaboration method is assertive and cooperative

This method is the opposite of avoidance. You work with the other person to find a solution that will adequately serve your interests and those of the other person. This requires a thorough examination of the problem in order to identify the underlying needs and desires of all parties. You use collaboration when you explore a disagreement to learn what the other person thinks about it or when you try to find a creative solution to an interpersonal problem.

The Compromise method is moderately assertive and cooperative

You want to find a timely and mutually acceptable solution that partially satisfies both parties. This method is halfway between competition and conciliation. Compromise leads you to give in on more points than competition, but on fewer points than conciliation. This method confronts the problem more directly than in the case of avoidance but does not allow you to explore it as thoroughly as collaboration. When you compromise, you take a middle position, make mutual concessions or seek a quick solution that will provide common ground.

In conflict management, it is important to understand the characteristic behaviours that a person could demonstrate based on their preferred conflict management approach. It is also important to understand which method to use in a given situation. The table below summarizes these two important aspects.

ACTIVITIES TO PUT FORWARDS WITH THE LEARNER

Check the learner's understanding at each stage and ensure that he correctly applies ideas learnt in real situations
Encourage the learner to develop a critical attitude with regard to his own performance
Identify problematic situations, give corrections and advice

Keep informed of new machinery, new manufacturing procedures, technological change and training for such change (method: Self-training – resources: Internet, specialist literature, etc.)	
Keep informed of job evolution	
Keep his own training updated, analyse his own practices as a tutor and his methods.	

Resources	Methods and procedures	Related knowledge	Professional requirements
Specialised books Practical files Plans, sketches Work instructions Evaluation charts	Carrying out interviews Carrying out systematic evaluation	Using communication techniques Applying evaluation criteria	Developing the self-evaluation capacity of the apprentice Increasing the independence of the apprentice

3. FOLLOWING THE PATHWAY WITH THE TRAINING CENTRE

ACTIVITIES TO PUT FORWARDS WITH THE LEARNER

Find out about **training undertaken by learner** (type: qualification, certification, part-time: Tutor, contacts, training reference, learner's company/training centre work connections, nature of qualification examinations/training evaluation, etc.)

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

Prepare and distribute **liaison documents to report** on what has been learnt, and on progress and difficulties encountered

Resources	Methods and procedures	Related knowledge	Professional requirements
Liaison documents for training partners (training company - training centre - professional college) *Training plan* *Follow-up booklet*	*Organising meetings and collaboration between the training centre and the training company*	*Producing training support documents*	*Formalised and effective synergy between the company and the training centre* *Coordinating the teaching team* *Establishing a shared and common training strategy between the training centre and the training company*

4. TRANSMITTING HEALTH AND SAFETY RULES RELATED TO THE PAINTING AND DECORATION SECTOR

A company tutor cannot ignore the relevant laws and regulations regarding health and safety in the workplace. It includes the laws and regulations on the **well-being of workers** like people bound by an apprenticeship contract and trainees.

Well-being is sought through measures that relate *inter alia* to:

➢ Safety at work;
➢ Protection of the worker's health at work;
➢ The psychosocial burden caused by work;
➢ Ergonomics;
➢ Occupational hygiene;
➢ Environmental measures
➢ Protection of workers against violence and moral or sexual harassment at work.

The company tutor has the **obligation to introduce the learner/apprentice to the relevant health and safety rules**. If learners are to be taught good habits, every effort must be made to ensure that they are well oriented and trained from the outset. Often, an accident occurs after a few months of work, out of slackness, out of habit of danger, out of bad practices. Their subsequent behaviour therefore depends, to a large extent, on how they were treated when they entered the workplace and how they were monitored.

Learners generally exhibit 4 tendencies, which can influence their attitudes towards safety:

- Curiosity,
- Need for action,
- Thirst for responsibility,
- Get everything they want quickly.

In addition to ensuring that the mandatory safety training has been provided to the learner, the **tutor must have preventive action to ensure maximum safety for the learner** for whom he is responsible.

1) On hiring or on arrival

- To familiarize yourself with the internal regulations and, specifically the part concerning security
- Provide the personal safety equipment (helmet, shoes, boots...)
- Provide a copy of the general safety instructions and comment on them
- Present the workplace as a whole and indicate the location of the workstation
- Inform about traffic lanes to get to the workstation
- Emphasize the dangerous areas to avoid
- Indicate dangerous machinery or machinery intended for use by designated staff only
- Ask about the main instructions: use of fire extinguishers, actions
- Conventional control systems, action to be taken in the event of an accident. Complete this knowledge if necessary

2) Before starting work and in the event of a change of assignment

- Workstation environment: risk of falling; work area near electrical power; indicate means of collective and individual prevention

- Work to be performed, role of the learner in the team: indicate the risks of the work to be performed for himself and others; give precise instructions on the means of prevention to be used, combining them each time with professional instructions
- Equipment to be used: show this equipment, give clear explanations on its use, storage, handling
- Manual handling: explain operating procedures, conduct demonstrations if necessary
- Perform regular checks!

3) <u>Sanctioning</u>

In addition, the tutor will never cease to remind the learner that an accident is not inevitable, and that safety is everyone's business. He will make sure that **the mind set "security" becomes a habit,** almost second nature.

The tutor must teach the learner that accidents can be prevented by:
- Attention and vigilance;
- Order and cleanliness.

4) <u>How can we reinforce the safety attitude of learners?</u>

The learner must be trained in risk prevention. You can strengthen your safety attitude by:

- Listing possible risks at the workstation;
- Warning the learner of these risks;
- Indicating the means of protection, the conditions of use, the instructions to be respected.

ACTIVITIES TO PUT FORWARDS WITH THE LEARNER

Describe and explain the company's established health and safety rules and procedures
Explain how to handle safety equipment
Engage the learner and ensure he is aware of his responsibilities regarding health and safety at work and regarding observance of regulations.

Resources	*Methods and procedures*	*Related knowledge*	*Professional requirements*
Tools, machines and equipment	*Applying instructions for use and safety regulations*	*Familiarity with instructions for use and safety*	*Ensuring the apprentice understands*

Instructions for use safety regulations	*Demonstrating and explaining safety regulations* *Carrying out practical safety exercises*	*regulations*	*regulations and safety for their job* *Increasing the independence of the apprentice*

Unit 4:   **VALIDATION OF THE LEARNING OUTCOMES**

Module 4.1:   **KNOWING LEGAL FRAMEWORK RELATED TO THE EVALUATION OF LEARNING OUTCOMES**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

1/2 day – 4 hours (partially online possible)

OBJECTIVES:

The company tutor must know the formal requirements related to the assessment of the knowledge and skills acquired by learners trained in companies, including apprentices.

The company tutor must be able to plan a set of assessment activities, as specified within the formal requirements related to the evaluation of learning outcomes in company.
-   Formative evaluation throughout the whole training process.
-   Final evaluation of learning outcomes.

CONTENT:

-   Analysis of formal requirements:
    -   Evaluation process and expected achievements
    -   Scheduling of the evaluation process
    -   Evaluation criteria
    -   Tutor's role (as specified within legal forms)

-   Planning a set of assessment activities
    -   Situations selected for the evaluation of the preparation of the work environment
    -   Situations selected for the evaluation of the preparation of the supports (walls, ceilings, floors, etc.)
    -   Situations selected for the evaluation of the application of paintings, varnishes, stains, wallpapers, etc.
    -   Situations selected for the evaluation of the ancillary works (installation of wall/floor coverings, decoration, etc.)

PUBLIC CONCERNED:

Company tutors or other people dealing with apprentices/learners in company.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (40% of the module), discussions and exchange of good practices (20%), research and role play (20%), implementation (20%). This Module can be combined with Modules 4.2, 4.3 and 4.4.

Unit 4: **VALIDATION OF THE LEARNING OUTCOMES**

Module 4.2: **BUILDING UP AND CARRYING OUT CONTINUING AND FINAL EVALUATION OF LEARNING OUTCOMES**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

1/2 day – 4 hours

OBJECTIVES:

Enable the company tutor or another authorized person to carry out, in concrete work situations, formative informal and formal evaluation in company:
- Formative evaluation throughout the whole training process.
- Final evaluation of learning outcomes.

CONTENT:

- Continuing Evaluation Framework
  - Tools necessary for on-the-job evaluation, in line with company requirements.
  - Putting into practice evaluation processes in company, considering concrete work situations
  - Putting into practice specific evaluation criteria
  - Checking the understanding of the instructions to be given for the work to be done
  - Checking the quality of the work once finished
  - Explaining the result of continuing evaluation

- Final and Formal Evaluation Framework
  - Different examination procedures and tools, considering the certification objectives
  - Putting forward the evaluation of the preparation of the supports (walls, ceilings, floors, etc.)
  - Putting forward the evaluation of the application of paintings, varnishes, stains, wallpapers, etc.
  - Putting forward the evaluation of the ancillary works (installation of wall/floor coverings, decoration, etc.)

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (10% of the module), discussions and exchange of good practices (30%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.3 and 4.4.

Unit 4:   **VALIDATION OF THE LEARNING OUTCOMES**

Module 4.3:   **FORMALIZING AND COMMUNICATING EVALUATION RESULTS TO INSTITUTIONAL BODIES**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

1/2 day – 4 hours (maximum)

OBJECTIVES:

Enable the company tutor or another authorized person to communicate the results of formative informal and formal evaluation results to the hierarchy and to external institutional bodies:
- Formative evaluation results (further to on the job training).
- Results of final and formal evaluation of learning outcomes.

CONTENT:

- Knowledge of the documentation required by appropriate bodies for a formal recognition of learning outcomes
  - Analysis
  - Understanding
  - Use

- Reviewing and commenting evaluation results for internal use (company/training centre)
  - Choice of appropriate communication channels and methods
  - Choice of appropriate communication tools
  - Production of conclusions for further follow-up in company and/or for further training

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (15% of the module), discussions and exchange of good practices (25%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.2 and 4.4.

Unit 4:   **VALIDATION OF THE LEARNING OUTCOMES**

Module 4.4:   **COMMUNICATING EVALUATION RESULTS TO LEARNERS**

PRESENTATION OF THE MODULE

DURATION RECOMMENDED:

1/2 day – 4 hours (maximum)

OBJECTIVES:

Enable the company tutor or another authorized person to communicate the results of formative informal and formal evaluation results to the learners concerned, including apprentices:
- Formative evaluation results (further to on the job training).
- Results of final and formal evaluation of learning outcomes.

CONTENT:

- Producing positive appraisal
    - Working on capacities to produce positive transmission of messages

- Specifying concrete meaning of the evaluation results
    - Interpreting evaluation results
    - Making use of evaluation results

- Designing improvement process (formal or non-formal learning)
    - Working on appropriate motivation of learners/apprentices by fostering emotional intelligence
    - Reinforcement of interactions with learners through continuing evaluation processes

PUBLIC CONCERNED:

Company tutors or other authorized people dealing with apprentices/learners in company who fulfil requirements regarding formal evaluation and certification.

PEDAGOGICAL STRUCTURE RECOMMENDED:

Theoretical approach (15% of the module), discussions and exchange of good practices (25%), research and role play (40%), implementation (20%). This Module can be combined with Modules 4.1, 4.2 and 4.3.

Unit 4: **VALIDATION OF THE LEARNING OUTCOMES**

GUIDELINES FOR TRAINING

(1) Knowing legal framework related to the evaluation of learning outcomes

The training centre must provide the documentation (also available online) related to the legal framework regarding the evaluation (formal, non-formal and informal).

Definitions (Interpretation of CEDEFOP sources, 2016-2018)

Formal evaluation of learning outcomes: Evaluation that in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as evaluation process (in terms of objectives, time and resources dedicated). This evaluation is intentional and formalised. It could take place during on the job or can be final. It typically leads to certification.

Non-formal evaluation: Evaluation embedded in planned activities carried out in company and not explicitly designated as formal evaluation (in terms of objectives, time or support). However, this non-formal evaluation is intentional from the learner's point of view. The results of this non-formal evaluation could be taken into consideration during formal evaluation (bridges between both evaluations are possible).

Informal evaluation: This evaluation is not intentional and not formally structured. It concerns the evaluation of skills that result from daily activities related to work, family and leisure. It is not organised or structured in terms of formal objectives, time or learning support. It can be either intentional or unintentional from the learner's perspective. However, its results may be included to further formal evaluation processes.

Example of a set of documents to be provided (preferably online):
- Labour Code specifying who can become company tutor and under what conditions, including authorization for formal (certifying) evaluation processes.
- Social Partner Agreements specifying the conditions in which on the job learning or apprenticeship can be put in place, including conditions of participation in evaluation processes.
- Legislation related to formal, non-formal and informal learning, as well as to formal, non-formal and informal evaluation.
- Institutional recommendations related to the company tutors, especially concerning their role in the evaluation processes.
- Specific regulations related to painting-decoration companies, especially concerning the evaluation of technical and technological skills.
- Evaluation grids and tools formally approved.

Planning a set of assessment activities in line with the formal requirements related to the evaluation of learning outcomes in company:

- Situations selected for the evaluation of the preparation of the work environment
Example: At the customer's premises, covering the floor and the staircase with a suitable material.

- Situations selected for the evaluation of the preparation of the supports (walls, ceilings, floors, etc.)
Examples:
    - For the landing and stairs, washing the walls and ceilings and then scratching them.
    - Preparation of woodwork: sanding.

- Situations selected for the evaluation of the application of paintings, varnishes, stains, wallpapers, etc.

Examples:
- *Application of the plaster on walls and ceilings.*
- *Sanding and dusting.*
- *Application of a water-based printing layer to fix the substrate.*
- *Application of a matt water-based paint with a roller and a brush.*
- *Application of a second coat of paint on the ceiling.*
- *Sanding and second coat on woodwork with 120 mm sandpaper, then application of the second coat of microporous glycerol phthalic paint.*

- Situations selected for the evaluation of the ancillary works (installation of wall/floor coverings, decoration, etc.)
  Examples:
  - *Cleaning the worksite.*
  - *Sanding and washing of the stairs.*

Verification that the assessment grids for the evaluation of learning outcomes acquired in company meet legislative and formal standards.

(2) Building up and carrying out continuing and final evaluation of learning outcomes

Continuing Evaluation Framework
- The company tutor, when she/he considers the learner ready, she/he leaves the learner act alone on the worksite, entrusting her/him with the activities and tasks the mastery of which is specified in the training programme and in the skills assessment framework.
- Several professional activities may be evaluated on the same site. However, it is not desirable to "split" the evaluation of the tasks of the same professional activity on several sites.
- The tutor ensures that the candidate does what is asked of her/him: the tutor observes the way the learners set up their activities and perform the tasks assigned.
- The tutor does not limit the assessment to the evaluation of the results obtained, but she/he also takes into account the way in which the result has been reached in a normal time of execution: respect of the methods, organization of the workstation, appropriate use of materials and tools, observation of safety rules, etc.
- The tutor suggests remedies and solutions to be implemented to improve the performance of the learner.
- When it is foreseen by the national legislation or other rules, the tutor reports the result of the continuing evaluation to appropriate bodies with appropriate tools which can vary from one country to another.

Final Evaluation Framework
- The company tutor makes sure that she/he knows formal examination procedures enabling her/him to set up and carry out appropriate formal and final evaluation embedded in concrete work situations.
- The tutor makes sure that she/he possess all the necessary tools enabling him to carry out final evaluation of knowledge and skills. Several professional activities may be evaluated at the same time.
- The tutor ensures that the candidate does what is asked of her/him: the tutor observes the way the learners set up their activities and perform the tasks assigned.
- The tutor does not limit the assessment to the evaluation of the results obtained, but she/he also takes into account the way in which the result has been reached in a normal time of execution: respect of the methods, organization of the workstation, appropriate use of materials and tools, observation of safety rules, etc.
- When it is foreseen by the national legislation or other rules, the tutor reports the result of the final evaluation to appropriate bodies with appropriate tools which can vary from one country to another.

Evaluation situations (valid for continuing and final assessment of learning outcomes): Stories suggested

- Assembly, disassembly and use of a mobile scaffold tower

	Mounting / dismounting	Using
The learner is given…	All the components of an indoor mobile scaffold tower (floor height > 6 m). Assembly instructions corresponding to the brand used. Necessary assistance related to assembly techniques, safety rules, etc.	An assembled scaffold, ready for use. A questionnaire.
The learner's task is…	Assembling, by choosing the necessary components, for a height of 4 m max. Disassembling and storing the various components of a mobile scaffold tower.	Perform actions for moving the scaffolding and for access to the work platform. To answer the questionnaire orally (if any).
The learner is assessed on…	The assembly, by choosing the necessary elements, from those proposed, for a height of 4 m max. Disassembling and storing the various components of a mobile scaffold tower.	Use in accordance with safety rules. Accurate and justified answers to the questionnaire (if any).

- Tinting a paint

	Searching for a shade	Correcting a shade
The learner is given…	A satin finish paint in white water phase. A sample extracted from the colour chart corresponding to the supplied painting. A set of available dyestuffs.	A sample of a satin paint in aqueous phase of pastel shade. A satin paint in aqueous phase, of a shade close to the sample. A set of available dyestuffs.
The learner's task is…	To draw a square of 50 cm on each side. To put the white paint to the colour sample. Apply the paint on the square (1 to 2 coats, depending on the opacifying power of the paint).	To match the paint to the colour of the sample (max. 2 dyestuffs).
The learner is assessed on…	A clean layout that respects the dimensions. After drying, an identical shade between the sample and the paint. A correct application. The storage and cleanliness of the station of materials and equipment.	The sample and the paint merge "fresh in fresh. The station and tools are stored and clean.

- Application of the paint on a moulded surface and application of a straight-fitting wallpaper

	Painting	Wallpaper
The learner is given…	A panel door, ready to paint. A white paint with a satiated appearance. A universal "dye" or a "mother" shade.	2 adjacent wall faces with a door (cabin, room...). 2 to 3 rolls (7 to 9 strips) of wallpaper with straight connections. Powdered glue to prepare
The learner's task is…	To prepare the painting. To paint (with a brush) the door in "tone on tone": the panels, the fields and crosspieces, the moulding (from light to dark).	2 adjacent wall faces with a door (cabin, room...). 2 to 3 rolls (7 to 9 strips) of wallpaper with straight connections. Powdered glue to prepare
The learner is assessed on…	An application in accordance with a quality of finish B. A regularity between tones.	A cut and installation in accordance with the rules of the art.

- Laying of wall coverings

The learner is given…	2 adjacent wall faces (height to be glued 1.20 m limited by a line, width to be glued 2.00 m), an applied element and a "rack" staircase plinth. A thin patterned wall covering coil, corresponding to the surface to be covered (double-cut joints required). The right glue (type: aqueous dispersion based on synthetic resins).
The learner's task is…	To cut and install the strips, to lay the covering by making cuts and levelling, the cor ner passage and the applied element
The learner is assessed on…	A cut and installation in accordance with the rules of the art.

- Laying of tiles floor coverings

The learner is given…	A model (see plan on next page). Slabs (the number of slabs corresponds to the quantity required). The right glue.
The learner's task is…	To make the layout plan on a drawing sheet. To install and lay the slabs on the model, making the obstacle steps and levelling cuts.
The learner is assessed on…	A layout plan that respects the distribution rules. An implementation faithful to the layout plan. Clean, clean and clean installation and cutting, respecting the installation rules.

(3) Formalizing and communicating evaluation results to institutional bodies

Step 1: Providing documentation required by appropriate bodies for a formal recognition of learning outcomes	Provide documentation related to the evaluation as required by certification and qualification bodies.
Step 2: Reviewing and commenting evaluation results for internal use (company/training centre)	Review evaluation results with regard to company objectives (matching learning outcomes and potential progression in the job with regard to the qualification obtained (if relevant).
Step 3: Formalizing conclusions for further following up in company/training centre	Produce conclusions for further follow-up in company and for in-job next training (if relevant).

(4) Communicating evaluation results to learners

Step 1: Producing positive appraisal	Specify that the tutor must be able to perform a positive appraisal, turn errors to good account, appraise all progress achieved.
Step 2: Specifying concrete meaning of the evaluation results	Specify that the tutor must be able to specify concrete meaning of the evaluation results (positive and negative) for the learner (formal and informal impact on his/her future career).
Step 3: Designing improvement process (formal or non-formal learning)	Specify that the tutor must be able to help the learner in the design of the next improvement (if necessary or relevant), together with appropriate training centres (lifelong learning roadmap).

ENDINGS SUGGESTED

- Examples of questionnaires for written tests to be completed by the learners.
- Examples of evaluation processes to be carried out by company tutors
- List of useful links (specific to each country).

Example of a questionnaire for written test to be completed by the learner
in the field of health and security at work
(source: OPPBTP PRACTICAL MEMO B2 M O2 94)

Questions		Answers expected	Score
1	What is the minimum age for erecting and dismantling scaffolding ?	18 years old	/02
2	What are the personal protective elements to be used by the assembler ?	Helmet, protective gloves, safety shoes, possibly a harness.	/02
3	Could you please list the qualities required of a floor, on which a mobile scaffold tower must be installed?	Plane, horizontal, resistant, free of any object.	/02
4	What are the elements of protection against falls by people and equipment? Specify their heights?	On the 4 sides: 0.15 m skirting boards; 1 guardrail made of 2 rails at 0.45 m and 1.00 m from the floor.	/02
5	How is access to the floor possible for a working height of 2.50m?	Mandatory from the inside.	/02
6	What is the role of stabilisers?	Avoid tipping the scaffold from a working height of 2.20m and depending on the type of equipment.	/02
7	Is it allowed to move the scaffolding from the work platform?	No.	/02
8	Is it allowed to move the scaffolding with a colleague remaining on the work platform?	No.	/02
9	What are the 5 steps to follow when moving a mobile scaffold tower?	Lower, remove the brakes, roll, tighten the brakes, pull up.	/02

10	How should an element deformed by a fall be repaired? What precautions should be taken first when fitting elements?	As this operation is prohibited, the damaged element must be replaced. Check or lubricate.	/02
			/20

Example of an evaluation process to be carried out by company tutors
(source: CCCA-BTP)

Phases of evaluation:
- Preparatory work;
- Application of painting;
- Application of varnishes and stains;
- Laying a paper or coating to be painted;
- Application of wallpaper (at least plain or seamless).

All these activities must be carried out by the applicant and evaluated. In addition, the following activities must also be carried out: wall and floor protections, application of decorative products and installation of a patterned glass canvas. Several professional activities may be evaluated on the same site. However, it is not desirable to "split" the evaluation of the tasks of the same professional activity on several sites.

Company tutor ensures that the candidate does what is asked: he or she observes the candidate's activities during their achievement. Thus, he or she does not limit his or her assessment to the result obtained, but takes into account the conditions under which the result is obtained in a normal time of execution: respect for the given method, organization of the workstation, appropriate use of materials and tools, observation of safety rules, etc.

The tutor reports his evaluation the extract from the certification booklet at his disposal. He evaluates each task and endorses the evaluation of the professional activities, on the official certification booklet. Then, he delivers the marks that he proposes to the examination board within the framework of formal evaluation of learning outcomes.

EVALUATION IN A TRAINING CENTRE (if the training process is shared between company and training centre)

Step 1 (1 h): In a classroom, realization of a sketch dimensioned by freehand and a survey of the condition of the premises and supports.

Step 2 (2 h): Design of a chain of tasks to be executed, including the choice of materials, products and coatings, calculation of the coating surfaces and control of the quantities of materials and products required for their implementation.

Step 3 : Completing the chain of tasks to be executed by considering coloured sketches, technical and aesthetic constraints, architect's plans, technical data sheets, company documents and client's prescriptions. This phase also consists of considering dimensions and other specific requirements related to the work situation.

EVALUATION OF THE ACHIEVEMENTS IN COMPANY

Example 1

This situation could be based on the following themes:
- Assembly, disassembly and use of a mobile scaffold tower.
- Tinting a paint.
- Application of a paint on a moulded surface and application of a wallpaper with straight connections.

It can take place over several work sessions in company.

Assembly, disassembly and use of a mobile scaffold tower	/20		
Tinting a paint	/20		
Application of a paint on a moulded surface and application of a wallpaper with straight connections.	/20	/60	/20

Evaluation report:

....

....

....

Example 2

This situation could be based on the following themes:

- Installation of wall coverings.
- Laying of slab floor coverings.
- Facade painting works.

It can take place over several work sessions in company.

		3 themes evaluated	2 themes evaluated	
Installation of wall coverings	/20			
Laying of slab floor coverings	/20			
Facade work	/20	/60	/40	/20

Evaluation report:

....

....

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Conclusion

This approach enables company tutors to draw up periodic assessments of the learner's progress in relation to set training objectives. It can be subsumed into three essential stages:

- before the training course: **the "diagnostic" assessment**, which identifies the learner's prior knowledge and abilities at the start of his on-the-job training in order to plan ahead for the course to be set in place (contents, methods and scheduling). This phase also provides a means of anticipating the difficulties that the company tutor might face.

- **the formative and regular assessment integrated in the on-the-job training** that provides a means of monitoring the learner's daily progress in terms of technical skills, organisation of time and space, autonomy, safety constraints and skills associated with professional and social behaviour. Throughout the process, the tutor helps the learner identify not only his progress and his weaknesses, but also the causes of his difficulties. The purpose is to inform the learner and the training centre of the extent to which the objectives are being reached. This assessment is not intended as a means of awarding marks. Ideally, it should take place at the end of each learnership task. It is above all a teaching tool, that is, it helps in the learning process. This type of assessment can be carried out only through careful observation by the company tutor of the learner's way of doing things in order to be able to assess the quality of the result and to analyse the approach that is followed to improve it or transform it.

- **the final assessment**, which covers the skills acquired by the end of the training course. This assessment is strictly regulated in each country, and there is abundant documentation describing it. It also has a social role. It is final, because it appraises learning processes. It is a formal assessment that takes place at the end of a series of learnership tasks that constitute a unified whole.

The following can be regarded as the most important priorities in any on-the-job assessment process:
- the degree of autonomy during an operation or a task,
- the technical skills acquired (knowledge and know-how),
- compliance with safety instructions,
- understanding of and compliance with standards, procedures and working methods,
- management of constraints (material resources, time, etc.),
- control of the task or of the operation (in accordance with the schedule of specifications, test procedures, etc.).

The assessment, whether it be formal or informal, not to be perceived as a disciplinary measure, it must facilitate communication between the tutors and the learners based on objective criteria.

Role of tutors in the formative assessment process

It cannot be said often enough that tutors must monitor learners regularly. The constant support they give is of prime importance, because it helps the tutor track the learner's progress and at the same time provides an objective basis on which to assess his progress and his weaknesses. In addition, it provides a means of formalising and implementing essential remedial measures.

Within this context, the company tutor, in consultation with a support agency (the vocational school or the training centre) and with the learner:
- negotiates the approach to be followed and draws up a calendar of assessments to be carried out,
- uses or constructs a checklist of the essential objectives of on-the-job training in terms of behaviour and in terms of techniques,
- regularly assesses the learner's progress, analyses any problems that have been encountered and seeks solutions on the basis of the existing support system,
- uses and completes any documents provided by the training centre or by any other agency with responsibility for monitoring sandwich courses,
- encourages any and all measures that facilitate the learner's self-assessment.

Role of company tutors in the assessment process with a view to certification

In certain countries, company tutors participate in the formal assessment of the results achieved during the training course with a view to the awarding of a recognised diploma. In this case, each national legislation arranges its own procedures and sets its own requirements in summary form by setting the tasks to be completed by the tutor within this framework:

- assimilating the professional reference manuals that encompass all the skills required by the diploma or certificate which the learner hopes to gain,
- preparing assessment situations within the company (tasks that test the acquisition of certain explicitly defined skills) and assessing the results achieved by the learner according to the formal criteria,
- participating in the final assessment of the test.

A common list of vocational assessment criteria based on 5 items:

- autonomy in the completion of an operation or a task,
- mastery of skills (knowledge and know-how),
- compliance with procedures, organisational arrangements and working methods,
- compliance with constraints connected with the actual performance of the task: rational use of resources (tools, materials, equipment and time), constraints connected with the performance of the task in relation to the environment,
- the quality of the completed operation or task: assessment of the dimensional qualities and the aesthetic and functional criteria that determine whether the piece of work is saleable.

The assessment criteria

At times, the tutor, as an experienced professional, forgets how difficult it is to complete a given piece of work. *Assessment involves judging the work, not the person*. The way, in which the assessment is carried out can be a source of motivation or demotivation for learners.

Consequently, it is essential:

- to define from the outset the assessment criteria that apply to the piece of work to be completed,
- to inform the learner of the assessment criteria at the start of the task.

Completing a piece of work without knowing what will make it a success or in what way the person who does the work has demonstrated mastery of a given skill is useless and even demotivating for learners.

4.2. METHODOLOGICAL FRAMEWORK TO THE ONLINE COURSE

The Paint Tutors Up online course will be developed as a web application that allows all users to access it via an internet-connected device, whether it's a computer, tablet or smartphone.

The methodology of this online course will focus on two aspects: "online" learning and face-to-face "offline" debriefing period.

The aim of this methodology is to enable "learning" tutors to learn and train on the different subjects in individual way and subsequently to participate in sessions organized in order to discuss them in person with other tutors, but also with the different trainers.

In this way, the tutor will not feel alone in this learning, but instead supported and followed when participating in the various sessions which will reinforce his idea of being part of a learning group.

To implement this methodology, the online course will be divided into 4 separate modules, each of which includes learning tools such as videos, documents, images and links among others to ancillary sites to explore a point of matter. After each training module, the participant will find a calendar, or the contact details of the national training centre, of the various face-to-face "offline" sessions organized. The users will then be able to register via a contact form.

During these face-to-face sessions, it will be possible (up to each organising training centre) to fully record the session, allowing in this way the participants who do not have the chance to attend to watch the activity later through a video within the online course. Moreover it will be an efficient method which enable the participants to the "offline" face to face session to re-watch the activities done, fixing the learned concepts.

After viewing the video, it will be possible for the tutor to contact the trainer to ask additional questions.

EVALUATION FRAMEWORK

At the current phase of the project, no formal certification is foreseen. However, the participants will be able to evaluate each module or unit following a simple and pragmatic methodology. The model proposed is a theoretical framework, which could help in the preparation of training sessions (analysis of needs before coming to the training modules) and in the evaluation of learning outcomes (by unit or by module).

The model proposed makes it possible to collect feedback through the following **three steps**:

(1) Surveys among trainees before the training starts – to analyse their reactions to the contents proposed, to self-assess the progress made and to evaluate the usefulness of learning outcomes.

(2) Assessment of learning outcomes with appropriate questionnaires systematically adjusted – to analyse if learners have mastered the knowledge, skills and competence and, to some extent, also the effectiveness of training. This tool refers to the examinations (and other methods) used by partners in experimentation phase.

(3) Post-training interviews – to analyse the results and changes in the professional behaviour of the company tutors concerned. At this stage, it would also be possible to evaluate the level of satisfaction of company managers further to the training proposed.

Each step will have specific evaluative objectives, as mentioned below:

Evaluation Phase	Main Aspects to be analysed or checked:
1) "Pre-training survey" for all participants in the modules planned	Reasons for participation; Expected results; Self-assessment using list of outcomes proposed.
2) "Post-training survey" for all training participants directly after training	Realization of training goals; Meeting expectations; Self-assessment using list of outcomes proposed; Choice of training contents; Possible improvements; Organization of training.
3) Interviews with participants and with company managers concerned	Usefulness of skills in workplace (examples); Self-assessment using list of outcomes proposed; Possible improvements; Usefulness of skills in workplace; Assessment of trainee skills using list of outcomes proposed; Relevance of training for needs in workplace.

The following key aspects should be the subject of evaluation:

- Learning outcomes;
- Training provision;
- Learning impact.

Evaluation refers to four key aspects, namely the learning outcomes (understood as the pre-defined objectives as well as the resulting achievement of new skills), the training process (provision), assessment process (tools and organization of the verification whether the learning outcomes have been achieved) and the impact of training on the environment.

Evaluation of learning outcomes involves an assessment of how they are formulated, i.e. whether they are precise, measurable, achievable and understandable, but also whether they are "thought through", i.e. consistent, tailored to the needs of recipients (participants and employers). Besides, this evaluation includes checking whether the participants achieved the assumed learning outcomes. In order to assess this, appropriately selected verification methods of the learning outcomes applied by competent assessors are used. Therefore, not only the result of this measurement, but

also the choice of methods and the way of carrying out the validation are subject to evaluation.

Evaluation of the training process includes an analysis of the quality of work and the trainer's competence, selection of training methods and training materials / tools, as well as the organizational side of the training.

Evaluation of the impact of training on the environment includes, the analysis of the usefulness of training effects, their application at work and the benefits that result from them.

Practical tools for the combined evaluation

The basic source of information and reference point are documents such as training scenario and training program, description of qualifications, learning units, subject syllabus, training materials (guides, instructions, presentations, tasks), examination sheets / questions, etc.

A thorough analysis of these documents is the first step of evaluation. The analysis should involve reflecting on the contents and the interrelations between their elements. There are no specific tools for this first task other than a checklist composed of general questions:

- Are the learning outcomes clearly stated and easy to understand by the company tutors concerned?
- Are the proposed learning outcomes relevant for the relevant work context (painting-decoration)?
- Are the proposed training programme and/or training materials corresponding to the intended learning outcomes (in line with the modules proposed)?
- Are the proposed training programme and/or training materials coherent with the goals announced and of high quality?
- Does the training involve elements of formative assessment accessible to company tutors in the painting-decoration sector?
- Is the final assessment adequate to the intended learning outcomes?
- Is the overall documentation of the training coherent with the global aims of the units and modules proposed?

STEP 1: "Pre-training survey" for all participants in the modules planned

Learning unit title: _____

Date and place of training: _____

Trainer(s): _____

The information that will be provided in this survey will serve as a guide to raise the level of training, as well as the level of effectiveness and attractiveness of the next training. It is advised to ask the participants to answer the questions that follow.

1. Why do you participate in the training?

REASONS / MOTIVATION	Mark your answer with X and/or develop
I need the skills – it will be useful for work	
I like to learn new things / out of curiosity	
My employer sent me / it was obligatory	
Other:	

2. What results do you expect after the training? (multiple choice)

TRAINING RESULTS	Mark your answer with X and/or develop
New skills for the job / increased effectiveness	
Increase my value for the employer (future employers) as an employee	
Strengthening and expanding knowledge	
Learning how to solve typical problems	
Other:	

3. What do you expect of the training in relation of its form? (multiple choice)

TRAINING FORMS	Mark your answer with X and/or develop
Lectures	
Practical training / simulation	
Group work	
Presentations	
Solving practical tasks during classes [workshops]	

Own work under the supervision of the teacher	
Presenting on the group forum [participants]	
Individual consultations with the lecturer	
Mutual assessment by participants	
Other:	

4. What is the most significant competence as a company tutor acting in the painting-decoration sector that you expect from the training and why?

5. Self-positioning. Would you meet the following requirements?

I can/ I am able:	I can not	I rather can not	hard to say	I rather can	I can
Insert L.O 1	1	2	3	4	5
Insert L.O 2	1	2	3	4	5
Insert L.O 3	1	2	3	4	5
Insert L.O 4	1	2	3	4	5
Insert L.O 5	1	2	3	4	5

STEP 2: "Post-training survey" for all training participants directly after training

Learning unit title: _____

Date and place of training: _____

Trainer(s): _____

1. General feedback:
[Please assess below-listed components using the scale 1-5]

	bad / weak / I do not agree	rather bad / rather weak / I do not agree	hard to say	rather good / useful / I agree	perfectly / very useful / I agree completely
Overall Verdict	1	2	3	4	5
Training Structure	1	2	3	4	5
Training Content	1	2	3	4	5
Did the training relate to everyday work experience?*	1	2	3	4	5
Training was a pleasure	1	2	3	4	5
I learnt something useful	1	2	3	4	5
Did the training meet my expectations	1	2	3	4	5
The quality of training materials (if applicable)	1	2	3	4	5

2. Assessment of the trainer. How do you evaluate the trainers' way of conducting training?

	1 bad	2 insufficient	3 fair	4 good	5 very good
The ability to transfer knowledge	1	2	3	4	5
Conducting training in a logical and understandable way	1	2	3	4	5
The ability to establish contact with the group and create a positive atmosphere at the training	1	2	3	4	5
The ability to involve participants in discussions and exercises	1	2	3	4	5
Overall impression	1	2	3	4	5

3. Self-assessment. Have you achieved the following learning outcomes?

I can/ I am able:	I can not	I rather can	Hard to say	I rather can	I can
Insert L.O 1	1	2	3	4	5
Insert L.O 2	1	2	3	4	5
Insert L.O 3	1	2	3	4	5
Insert L.O 4	1	2	3	4	5
Insert L.O 5	1	2	3	4	5

4. Which outcomes do you think will be particularly useful for your work?

Learning outcomes:	Not useful at all	Rather unhelpful	Hard to say	Rather useful	Very useful
L.O. 1	1	2	3	4	5
L.O. 2	1	2	3	4	5
L.O. 3	1	2	3	4	5
L.O. 4	1	2	3	4	5
L.O. 5	1	2	3	4	5

5. What else would you like to learn during this training (unit or module)?

6. What can be improved / changed?
[Please provide us with specific aspects and solutions that could be improved. Remember that general statements such as 'improve the quality of training materials' will only slightly improve the training]

STEP 3: Interviews with participants and with company managers concerned

Aim: to analyse the learning outcomes and quality of provided training intended to company tutors in the painting-decoration sector.

Target group: company tutors trained and assessed in the project.

Date and place: _____

Before the interview:

- Insert learning outcomes in the places marked;
- Be prepared to remind the respondent about the training, date, time, place, etc.;
- Have the list of learning outcomes and description of assessment in handy, you might need to refer to it during the interview.

The interviews take place in two parts

1. Presentation of the Moderator and the participant

2. Assessment of the training

Part 1: Preliminary part - presentation of the Moderator and the participant

Moderator:
Good morning/afternoon,

My name is _____ and I represent_____.

We meet on this interview to get your opinion on the learning outcomes, quality of training and assessment being a part of the project *PAINT TUTORS UP*. I would like to ask you some questions about the usefulness and effectiveness of training and assessment.

Please do not hesitate to express any opinion about the training or assessment. All your feedback will be extremely important and valuable for drawing up the final report and for improvements. I would like to record today 's meeting and ask for your permission. Do you agree?

Moderator:

Please introduce yourself briefly.

Name and surname:	
Current position in the company:	
Name of the company:	
Country/ town of employment:	
Experience in the sector:	*Clarifications for respondent, if needed: What did you do in the painting-decoration sector and for how long? How many years of experiences do you have in this sector?*
How many years of organized education in the field of construction do you have? School/University:	*Clarifications for respondent, if needed: In which/what kind vocational school, college or university?*
Attended courses and trainings:	

Part 2: Assessment of the training

Moderator:
Let's move on to the main purpose of this meeting, which is to collect comments on the quality of the training and assessment. Please share with me your opinion about the training (units or modules in which you have participated.

1. *What were the strengths of the training?*

2. *What were the weaknesses of the training?*

3. *What was the most valuable part of the training?*

4. *What could be improved in the training?*

5. *Name one thing you learned in the course that surprised you:*

6. *What is your overall opinion about the training?*

7. *Do you use the skills and knowledge acquired through this training in your workplace? If yes, please describe the work situations in which you use them the most or the best.*

8. In what way did the training help in your personal and professional development?

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9. Do you think your company has benefitted from the training?

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10. Have you noticed any change in your relationships with trainees or other subordinates after the training?

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The model the partners propose as an outcomes of the PAINT TUTORS UP project can be used by different institutions – central, regional and local:

- Central organizations responsible for skills development not only in the painting-decoration sector, but also in other trainings (construction crafts and skills and beyond).
- Regional training organizations such as training centres, but also regional administration financing trainings for workers and unemployed are welcome to adapt and use the tools to evaluate trainings and qualifications.
- Individual training institutions or accreditation bodies can use the model to increase the quality of provided training and examinations (all kind of professional sectors).

The **certificate of participation** can be issued at the end of each module.

Phase Leading Organization:

IFAPME (Belgium)

In cooperation with:

UNIEP (Luxembourg), CCCA-BTP (France), EPP (Belgium), SIOV (Slovakia), Imanovation (Portugal) and Doncaster College (United Kingdom)