Certi.MenTu
Certification of Mentors and Tutors

EUROPEAN COMPETENCE MATRIX "TUTOR"

2012

EUROPEAN COMPETENCE MATRIX "TUTOR" ON LEVEL 5

ACCORDING TO EQF

Project LLP-LDV-TOI-12-AT-0015

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European Competence Matrix "Tutor" on level 5 according to EQF

Knowledge	*Skills*	*Competence*
Develop good relationship with the learner in the tutoring process		

• Have comprehensive knowledge of:
  o specific theories, models and methods of communication. **(K1)**
  o specific conflict resolution theories, methods and models, active listening principles and techniques. **(K2)**
  o specific issues on confidentiality. **(K3)**
 	
• Have factual knowledge of:
  o the environment in which communication, active listening and conflict resolution takes place as well as of the role each stakeholder has in this environment. **(K4)**
	• Have a comprehensive range of cognitive and practical skills to:
	  o communicate effectively with the learner using practical communication tools and techniques. **(S1)**
	  o develop creative solutions to abstract problems taking into account the input from the learner. **(S2)**
	  o demonstrate active listening skills when talking with the learner either on the phone or face to face in order to resolve different issues. **(S3)**
	  o help the learner gain awareness of and clarify his/her personal and professional goals and priorities, better understand his/her thoughts, feelings, and options. **(S4)**
	  o take appropriate actions to change his/her live, accomplish his/her goals, and feel more fulfilled. **(S5)**
		• Create and maintain a working relationship with the learner that will help the learner to reach his/her professional and personal goals. **(C1)**
		• Ensure the welfare of the learner and support the learner with personal issues. **(C2)**
		• Review and improve own role in the development of a working relationship that will maximise the results of the tutoring process. **(C3)**

Knowledge	Skills	Competence
Set up the work-based programme		

• Have comprehensive knowledge of:
   o important characteristics the employer should have in order to be able to host work-based programmes as well as factors affecting the organisation's ability to provide a conducive learning environment. **(K5)**
   o the process to be followed to match potential employers with learners. **(K6)**
   o the process to be followed to identify potential employers for work placements and to assess them based on predefined criteria. **(K7)**
   o the sector and the region in which the workplace programme will take place. **(K8)**
   o basic legal and safety considerations relevant to workplace placements and programmes. **(K9)**
   o the workplace characteristics in order to be able to judge if and to what extent the particular element of the curriculum can be trained at this workplace. **(K10)**
	• Have a comprehensive range of cognitive and practical skills to:
	   o develop and maintain a network of employers that are interested in hosting work-based programmes. **(S6)**
	   o setup work-based programmes using a predefined procedure through negotiating the programme with learner and employer and through the development of creative solutions where needed. **(S7)**
	   o engage and persuade employers to set up placements and learning opportunities. **(S8)**
	   o assess potential programmes and placements in terms of viability, alignment with the employer's business goals, working methods, learning potential, safety standards. **(S9)**
	   o continue the engagement with the employer throughout the placement or programme period, ensuring that any concerns are addressed and that any problems are being creatively
		• Ensure that suitable employers are used to provide learning opportunities through work-based programmes. **(C4)**
		• Ensure that the best matches are being made between employers and learners. **(C5)**
		• Ensure that the most appropriate matches are made between individual learners and the opportunities available. **(C6)**

Knowledge	Skills	Competence
	resolved. **(S10)**	

Identify and coordinate with, coach and support the mentor		

• Have comprehensive knowledge of:
   o specific characteristics, abilities, academic qualifications etc one should have in order to be a mentor. **(K11)**
   o specific principles of design and implementation of a framework of cooperation between learner, mentor and tutor ensuring that the learner receives the best possible level of support. **(K12)**
   o the role of each stakeholder in the work-based programme. **(K13)**
   o specific conditions that rule the formalities between the vocational school and the workplace. **(K14)**
   o the grading system in the particular course towards which the learner is to be assessed. **(K15)**
	ROLE IDENTIFICATION
	• Have a comprehensive range of cognitive and practical skills to:
	   o define together with the mentor his/her range of responsibilities. **(S11)**
	
	COMMUNICATION AND RELATIONSHIP
	• Have a comprehensive range of cognitive and practical skills to:
	   • establish an effective working relationship and clear communication with the mentor, enabling progress to be reviewed and any concerns to be raised at regular intervals. **(S12)**
	
	COACHING AND SUPPORT OF THE MENTOR
	• Have a comprehensive range of cognitive and practical skills to:
	   o explain the expected learning outcomes to the mentor. **(S13)**
		ROLE IDENTIFICATION
		• Ensure that different stakeholder roles are maintained and restore the balance in case something goes wrong. **(C7)**
		
		LEARNER AND PROGRAMME RELATED ISSUES
		• Ensure that the learner receives the appropriate level of support by the mentor (in the face of other pressures from the work organisation). **(C8)**
		• Ensure that the mentor is sufficiently aware of the learner's programme in order to contribute to it effectively. **(C9)**
		
		TUTOR RELATED ISSUES
		• Review and improve own performance in coordinating and supporting the mentor effectively. **(C10)**

Knowledge	Skills	Competence
	o provide coaching to the mentor where required in order to ensure adequate support for the learner. **(S14)** o support the mentor and respond effectively to any concerns raised **(S15)** o support the mentor in case of conflicts with the learner by advising the mentor and by giving constructive feedback to the learner. **(S16)** o challenge the mentor's practices in a constructive and supportive way. **(S17)** o help the company and the mentor in keeping focus on the training process and in doing the documentation of the trainee's development. **(S18)** **LEARNER AND PROGRAMME RELATED ISSUES** • Have a comprehensive range of cognitive and practical skills to:	

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	o identify together with the mentor any areas of the programme or the mentor-learner relationship that are not working effectively, and renegotiate them if necessary. **(S19)** o recognise and mitigate problems with learner support. **(S20)** o raise issues and renegotiate support with mentors and other employer representatives. **(S21)**	

Design, plan and negotiate the learner's workplace learning programme		
PEDAGOGY • Have comprehensive knowledge of: o specific principles of Adult Education and VET. **(K16)** o different learning styles and learning capabilities. **(K17)** o specific guidelines, standards and framework conditions for cooperation as well as the principles for designing learning concepts and tools. **(K18)**	**DESIGN AND PLANNING OF WORK-BASED PROGRAMME** • Have a comprehensive range of cognitive and practical skills to: o use learning outcomes to guide workplace learning and to select and implement a learning programme. **(S22)**	**DEVELOPMENT OF LEARNER'S PERFORMANCE** • Take the responsibility for the professional development of the learner. **(C11)** **IMPLEMENTATION AND MANAGEMENT OF THE WORK-BASED PROGRAMME** • Ensure that the learning programme enables the agreed learning objectives to be met in the context of the specific workplace taking into account unpredictable changes and that it has all the resources required to support the

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o specific social exclusion and social integration issues (know how to utilize policies that deal with social exclusion). **(K19)** **WORK-BASED PROGRAMME** • Have comprehensive knowledge of: o specific principles for designing successful workplace learning programmes, including relevant operating principles (e.g. recognition of prior learning, learning agreements, credit, assessment methodologies). **(K20)** o common factors and barriers in the transition from full-time education or unemployment to work, or from one work role to another. **(K21)** o specific theories related to informal learning and workplace learning. **(K22)**	o design and agree learning programmes (including timescale, objectives, assessment requirements) together with learners and employers. **(S23)** o make adjustments when needed to suit specific needs of the learner or due to unforeseeable changes in the workplace. **(S24)** o identify strengths and limitations in the learner, discover his/her abilities. **(S25)** o draft, develop and present the tutoring concept to the learner, according to the specific nature and learning style of the learner and his/her life and professional situation. **(S26)** o understand and apply policies against social exclusion. **(S27)** o apply best practice for achieving social integration. **(S28)**	learning programme in place (including suitably qualified/experienced personnel). **(C12)** • Agree framework conditions for cooperation with the learner. **(C13)** • Agree the learning programme with the learner and the mentor involving them in its design wherever possible. **(C14)** • Ensure that adaptations to the workplace or working methods needed are made to accommodate the learner. **(C15)** Ensure that design and monitoring of the learning programme is in accordance with human, civil and social rights. **(C16)** • Ensure that networking and communication opportunities are used effectively to support the work-based programme. **(C17)**

Knowledge	Skills	Competence

• Have factual knowledge of:
   o the operational context, working methods, resources and relevant personnel of the employing organisation. **(K23)**
   o key personnel and support available from the learner's workplace. **(K24)**
   o the curriculum for the particular module to be trained at the work place. **(K25)**
 	
PLANNING
• Have comprehensive knowledge of:
   o the specific method used to plan individual learning programmes including timescale, objectives and assessment requirements. **(K26)**
	o undertake initiatives for networking of the training programme with various stakeholders (local / regional bodies, companies, VET, PES, etc). **(S29)**
	
	NEGOTIATION OF THE WORK-BASED PROGRAMME
	• Have a comprehensive range of cognitive and practical skills to:
	   o negotiate the work based learning programme with all stakeholders: learner, mentor, company management and staff. **(S30)**
	   o establish commitments and make an agreement on targets, procedures, methods of the development process. **(S31)**
	   o assess organisational resources, staffing and staff capacity to support a workplace learning programme. **(S32)**
		TUTOR RELATED ISSUES
		• Review and improve own performance in designing, planning, and negotiating the learner's work-based programme. **(C18)**
		• Exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance. **(C19)**
		• Go about the tasks and area of work in a competent, effective and ethical way. **(C20)**
		• Have a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging solutions. **(C21)**

Knowledge	Skills	Competence
	o assess and negotiate adjustments needed to accommodate individual learner's needs as well as match the targets, procedures, methods of the development process to individual learning style of the learner. **(S33)**	
Support and encourage the learner in the workplace		

• Have comprehensive knowledge of:
   o specific motivational theories and theories related to coaching and support. **(K27)**
   o specific principles and methods for supporting the learner. **(K28)**
   o specific theories on core professional values as well as ethics and corporate culture. **(K29)**
   o specific process of support during tutoring. **(K30)**
   o specific multiculturalism and cultural diversity issues. **(K31)**
	• Have a comprehensive range of cognitive and practical skills to:
	   o describe, explain and use specific techniques for motivating the learner including motivation on adaptation of new behaviours, taking into account different alternatives and selecting the most appropriate. **(S34)**
	   o describe, explain and use specific techniques to handle questions of the learner (as well as worries and stress). **(S35)**
	   o communicate with and listen to the learner regarding issues with the work based programme as well as other issues. **(S36)**
		• Support the learner's progress on the learning programme including where necessary through acting as the link between the learner and the workplace. **(C22)**
		• Provide an appropriate level of support to the learner in order to meet his/her learning objectives, personal objectives as well as (within limits) to resolve personal issues. **(C23)**
		• Ensure that the learner has an adequate ongoing level of support from the employer organisation for learning and where relevant settling into the organisation. **(C24)**
		• Review and develop the performance of the mentor in providing support for the learner. **(C25)**

Knowledge	Skills	Competence
• Have factual knowledge of: o people and other resources that will also contribute to the success of the learner in the work-based programme. **(K32)**	o describe, explain and use specific techniques to support the learner in personal issues or personal goals. **(S37)** o assess the type and level of support needed by different learners and act accordingly. **(S38)** o discuss professional values as well as code of ethics that the learner should have in order to enter or maintain his/her job or in order to further develop his/her career. **(S39)** o stimulate and guide reflection process. **(S40)** o recognize and integrate the cultural dimension in the educational process. **(S41)**	**TUTOR RELATED ISSUES** • Review and improve own performance in supporting the learner. **(C26)**
Monitor progress and provide feedback		

• Have comprehensive knowledge of:
  o specific principles and methods for assessing and monitoring work-based programmes. **(K33)**
  o specific theories of provision of constructive feedback. **(K34)**
	• Have a comprehensive range of cognitive and practical skills to:
	o apply a systematic process (using tools and techniques) to review the learner's progress taking into account the learner, the mentor and the performance results. **(S42)**
		• Review the learning progress with the learner at regular intervals, taking supportive action where necessary to aid progress. **(C27)**
		• Provide constructive feedback to the learner on progress and ensure that he/she has adequate opportunities to discuss issues and negotiate changes. **(C28)**

Knowledge	Skills	Competence

o specific procedures for responding effectively to the learner's concerns. **(K35)**
    o basic principles of crisis management. **(K36)**
 	
• Have factual knowledge of:
    o possible sources of additional support that can be made available to the learner (including subject/occupation, learning support and welfare). **(K37)**
    o the specific review, assessment and reporting requirements of the learner's programme. **(K38)**
	o provide effective and constructive feedback to the learner. **(S43)**
	    o agree with the learner on further steps to be taken. **(S44)**
	    o intervene in an appropriate way and on appropriate time to support learning and the learner's progress. **(S45)**
	    o guide the learner to use sources of additional support that can be made available to the learner (including subject/occupation, learning support and welfare). **(S46)**
	    o form and use tools for the learner's self-assessment. **(S47)**
		• Develop the assessment requirements for the learner. **(C29)** Effectively manage crises that affect the learner's programme. **(C30)**
		• Monitor the learner's progress and provide feedback. **(C31)**
		• Ensure that any requirements for formal assessment or reporting are met in coordination with the mentor. **(C32)**
		• Ensure that the progress of the learner is being reviewed through cooperation with the learner and his/her mentor at agreed regular intervals, taking relevant and supportive action where necessary to aid progress. **(C33)**
		• Review and monitor the performance of the learner. **(C34)**
		
		TUTOR RELATED ISSUES
		• Review and improve own monitoring performance. **(C35)**

Knowledge	Skills	Competence
Evaluate the learning programme		

• Have comprehensive knowledge of:
  o specific principles of evaluation of work-based programmes (including dimensions of evaluation, methods of evaluation etc). **(K39)**
  o specific evaluation methodologies and tools (including research methods such as questionnaires interviews, assessment tools and interpretation methods). **(K40)**
  o specific methods to analyse the evaluation results as well as their use in order to identify areas for improvement, both generally and for specific programmes. **(K41)**
  o specific principles of documentation and presentation of evaluation results. **(K42)**
 	
• Have factual knowledge of :
  o main stakeholders participating in the evaluation including the learner and the mentor. **(K43)**
	• Have a comprehensive range of cognitive and practical skills to:
	  o use evaluation methods such as interviews and questionnaires to collect evaluation information. **(S48)**
	  o design and use tools and techniques to analyse the evaluation data. **(S49)**
	  o draw useful conclusions from the evaluation and take appropriate actions. **(S50)**
	  o document and present evaluation results. **(S51)**
	  o design and use evaluation tools and techniques to evaluate the effectiveness of the work place in providing relevant learning opportunities and support, negotiate improvements, if needed. **(S52)**
	  o help the learner to reflect on his/her performance and actions, identify development potential and take appropriate measures. **(S53)**
		• Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives. **(C36)**
		• Evaluate the effectiveness of the specific workplace in providing relevant learning opportunities and keep record for future reference. **(C37)**
		• Evaluate the learner's individual programme in terms of its effectiveness in meeting learning objectives placing emphasis on the design of the programme and its matching with the specific workplace. **(C38)**
		• Ensure that the evaluation of work-based programme is done systematically and that the results of this evaluation are taken into account for the improvement of the work-based programme. **(C39)**
		• Evaluate the extent to which the learner has achieved the relevant learning outcomes. **(C40)**
		• Ensure that improvement potential for current and/or future learners is being identified and pass this information on to relevant actors. **(C41)**

Knowledge	Skills	Competence
		• Ensure that he/she reflects on the results of the evaluation, identifies his/her contribution in the evaluation results and acts accordingly. **(C42)** **TUTOR RELATED ISSUES** • Review and improve his/her own approach for evaluating the learning process. **(C43)**