

REGIONAL ALLIANCES FOR YOUTH



# GUIDE FOR IN COMPANY TRAINERS

A guide for  
in-company trainers



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# Introduction

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## RAY PROGRAMME

This practical guide is aimed at in-company trainers and is about the transversal skills and competences that are required to be an in-company trainer in a RAY WBL experience.

The in-company trainer is responsible for planning the content of the training programmes and managing the professional training that is carried out in the company.

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# 01.

## Accept the job of being a tutor for students WBL.

The first decision that an in-company trainer makes is to accept the responsibility of tutoring the students of the WBL project in the company he works for.

You should be aware that when you accept the post, you become the reference for the student and for the VET centre where he or she comes from. This responsibility implies a number of duties that the worker assumes when accepting the position. Accepting the position implies assuming a series of obligations complementary to the usual duties as a company worker.



## 02.

# Know the contract and the commitments that it implies.

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The in-company trainer has to read and know the details of the contract that the company, the VET centre and the student are going to sign.

If possible, he or she should participate in its elaboration, since the commitments acquired through the contract directly affect the in-company trainer.

## 03.

# Check students' needs for learning.

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Once the students have joined the company to start the experience, the in-company trainer has to know the needs and attributes of each of them.

This implies knowing the type of learning programme the student is taking and the expectations he/she has when joining the WBL programme. It is convenient to know the academic curricula and the personal characteristics of each one. For this, it is recommended to request information from the tutors of the VET centre and establish a fluid dialogue with them and the students.

04.

# Prepare the workplace considering that it must be an innovative learning environment. also.

The workplace where the students are developing their working experience must be previously adapted, so that while remaining a production place, it also becomes an innovative learning space for the students.

In addition, it is necessary to help the students to move in those new spaces and to inform about its peculiarities: type of equipment, tools, materials, etc. It is very relevant to highlight the sources of hazards and accidents, indicating the prevention measures to be implemented mandatorily.



**05.**

## **Know the expected Learning Results: Skills to be transferred.**

The in-company trainer has to make an effort to know in detail the learning outcomes the student expects to obtain.

To do this, you must request the appropriate documentation from the VET centre, so that you know what specific skills you have to transfer to the student, some technical skills, and some transversal skills.

**06.**

## **Plan the activities to be developed for the students.**

For the transfer of skills to progress adequately, it is better to plan the activities and tasks to be assigned to the student.

Keep in mind that the student is not a regular worker and is facing a novel situation for the first time, so you have to be patient, emphasize the messages once and again and ensure that the student understands what is expected of him in the workplace.

**07.**

## **Execute the activities planned**

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The activities must be carried out according to the planning and preparation made previously: The necessary instruments to carry them out must be available to the student.

In the initial phase, mainly, the student will need professional and personal support from the instructor.

**08.**

## **Monitor the student's performance**

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Monitoring students' behaviour and performance means that attention should be paid to them: Observe how they work and see what type of results they are reaching. Encourage them when they do well and correct and teach when they are in trouble. Personal relationships with the students are important and in-company trainers have to take care of their vocabulary and manners, avoiding expressions and behaviours that discourage the students from performing their tasks efficiently.

09.

# Guide and support him/ her through the working and learning period

This may be the most delicate tasks for an in-company trainer, the one which differs most from his or her daily practices as a company worker.

Specific personal and communicative skills are required: To know how to deal with young people, be truly interested in their concerns and encourage them to progress. Make them aware that you are on their side, reflecting their strengths and weaknesses in a correct way.



## 10.

# Evaluate the students' practices along with the Tutor and the student/s

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Periodically, the student's performance must be evaluated, so it is necessary to agree from the beginning a calendar of evaluation meetings with the Tutor at the VET Centre and the students.

These assessments must have a positive character, indicating to the students the progress they are making and those objectives that he or she has not reach yet, highlighting the efforts they are expected to make and the improvements he or she must put into practice.



## 11.

# Do the report of the RAY experiences

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At the end of the working practice, a short report on the experience of each student must be elaborated, indicating the learning results obtained, the acquired skills and the attitudes shown, finishing with a professional assessment of each student's performance and with a list of recommendations for the company itself and for the VET centre. It may be helpful to look at previous existing reporting models and to listen to the proposals made by the tutor of the VET centre.

## 12.

# Certify the RAY practices to the students who have passed the RAY practices

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When the assessment of the practices carried out by the student is positive, the in-company trainer's task must be completed with the delivery of a document certifying that the student has successfully completed the RAY experience in the company.



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# **GUIDE FOR IN-COMPANY TRAINERS**

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**A guide for in-company trainers in practices**

RAY is based on needs identified by daily work, life and education. It aims to equip young people with the right skills needed in industry, leading employment and social cohesion, and respecting young people interests and needs, and at the same time meets broader local, regional, national and EU goals.

Companies are becoming aware that they need to behave as strategic investors in the workforce and talents they need. To fulfil these requirements and to build a high level of know-how, skills and competences of students as future employees in the fast changing world and working environment, a tight, strategic and constant partnership between VET providers and businesses is essential in EU regions.

[www.ray.scng.si](http://www.ray.scng.si)



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