

REGIONAL ALLIANCES FOR YOUTH



GUIDE FOR TUTORS

A guide for the tutors
in practices



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Introduction

RAY PROGRAMME

This guide is meant for tutors of the RAY programme. We want to offer a generic vision of the functions performed by a tutor in the implementation, development and closing of the programme. As a matter of fact, a RAY tutor is responsible for annually planning, monitoring and assessing RAY's final results.

To do his job adequately, the tutor needs to know the RAY methodology and its characteristics. For this, the management team has to train, support and coordinate the tutor's work throughout the academic year. In this programme, teamwork is a priority, so the relationship with other tutors of the centre, with the registered students and with the in-company tutors must remain fluid and constant. This fact requires from the tutor solid competences for team work, for communication and for interpersonal relationships.

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01.

Prepare the annual plan

The first task of a tutor, for which he needs the collaboration of the management team, is to prepare the Annual Plan for the WBL Practices.

This implies detailing the calendar of activities to be developed, elaborating the documentation and the digital app necessary for its management, registering the students' names and companies involved in the RAY programme of the academic year, setting tutorials with students, coordination meetings with the in-company trainer, describing the learning results to be achieved by the student during the period in the company and preparing the contracts to be signed.

ANUAL PLAN



- Activities
- Documentation
- Registering the students and companies
- Tutorial
- Coordination meetings
- Learning results
- Contracts to be signed
- ...

02.

Tutor's role and functions according to RAY Model

Among the main functions performed by a tutor, the following should be noted:



Generate an adequate environment for the students' RAY practices.



Support students regarding their professional and personal growth.



Organize regular tutorials and reflect upon the feedback with the student.



Build strong, personal relationship with the students.



Connect and interact with the in-company trainer.

03.

Inform, guide and support students (create the adequate environment)

The tutor must be the most important source of information for the student, so he must inform him of the characteristics of the RAY programme and its advantages, of the commitments he acquires upon entering the programme and of the behaviours and attitudes that are expected to be displayed.

The student must also find in the tutor, the figure of the guide that leads him through the different phases of the WBL programme from the beginning: The company selection, incorporation, development and record of tasks, evaluation and certification.

In this new experience for the student, the tutor must provide support when reflecting on the situations that arise, help to check different options and support in the decision making process.

04.

Organize Tutorials (listen to feedback from students)

Several tutorials must be organized during the WBL period, considering that to perform the role of a tutor professionally, the most important thing is to listen to the student and obtain information about their impressions, opinions and decisions. Doing so will greatly help the tutor to develop his job. The experience of the tutor will dictate, at all times, what tools, exercises or roleplays to use so that the student can express and communicate freely, giving rise to meaningful experiences of communication.

05.

Support students on finding companies for the practices

The task of finding a suitable company for doing the practices corresponds to the student, who must display initiative and entrepreneurship for the occasion. But the tutor must be attentive and detect difficulties in the selection process, he must help the student at this key point, using the information and know-how that the VET centre has gained through previous experiences and the usual relationship with companies.

06.

Interview students (and establish personal professional relationship)

Interviews with students are a vital tool.

In group meetings or through digital media, you can transfer information and exchange general impressions, but the interviews may lead you to establishing a personal professional relationship with each student, which is necessary if you want to fully develop the work of tutor and counsellor, helping and supporting decision making.

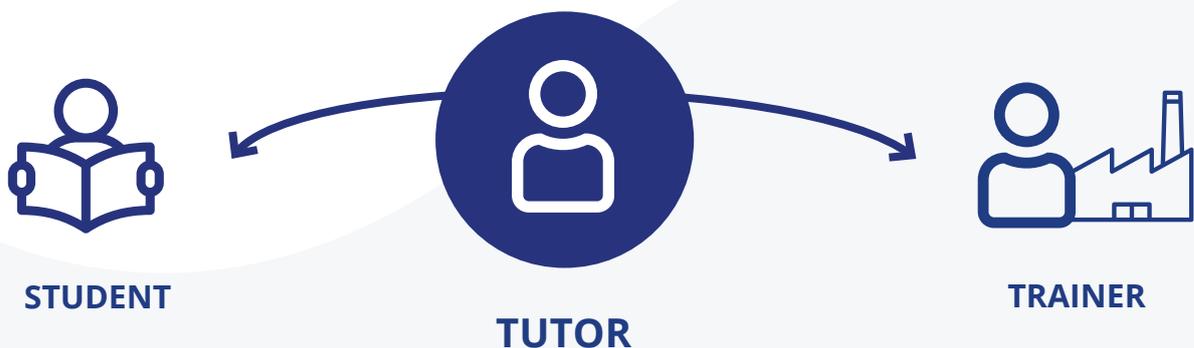


07.

Introduce students to the in-company trainers

The work of the tutor of the RAY programme as an intermediary between the student and the tutor of the company is significant.

At first, if necessary, introducing them to each other, throughout the programme observe if there is good understanding between both of them and, in case of lack of understanding or timely disagreements, the tutor can act as an intermediary to clarify the misunderstanding and improve the relationship. The mutual agreement between partners eases the development of the programme, the achievement of good results and the final assessment.



08.

Elaborate the CV and list of skills to be developed at the company.

It is an essential point because it is linked to the quality that can be achieved in each particular case during the programme.

It demands coordination with the students' teaching staff, knowing their academic curricula and, then, clearly transmitting the information and the learning objectives pursued to the in-company trainer, in their own language. The students will also be favoured, at seeing their professional skills properly described which will enable them to reflect on the opportunity offered by the WBL programme to improve professionally and in response, behave accordingly.



09.

Coordinate RAY programme with the in-company trainer.

The in-company tutor is the main interlocutor of the tutor of the VET centre during the practice period.

Best practices advise us to initially establishing a calendar of meetings through which to discuss the planning and development of designed activities. Considering that the in-company trainers are also workers with their own work tasks, busy and lacking in time, we recommend the tutor to facilitate the coordination work as much as possible.



10.

Monitor the annual RAY programme development.

Monitoring the development of the programme implies constantly checking the execution degree of the scheduled activities.

This entails contacts, meetings with the in-company trainer, as we have previously mentioned, encounters and interviews with the student, analysis of the feedback and the data received, which contributes to form an opinion and originates an accurate picture of the state of the programme at all times. Awareness of other cases and, therefore, also the contact and the relationship with the other tutors of the VET centre are necessary.



11.

Evaluate students' performance during the practice period.

The monitoring work of the tutor subsequently leads to the assessment of the student's performance for which it will be necessary to have solid evidences, as the in-company trainer's appraisal, the notebooks or the RAY app data, that justify, beyond personal impressions, why the tutor's ratings.

12.

Do the reporting for the record.

For the record of the VET centre, a final report on the practices carried out by each student must be produced. Therefore, some type of templates is needed to facilitate the elaboration and the subsequent understanding of the data and content of the report.

13.

Act digital.

RAY makes a digital app available to the tutor.

It will save efforts in the gathering and recording of information related to the development of the WBL practices. That is why we encourage the tutor to familiarize with the tool and be concerned about keeping it active and updated constantly.

Download for:
ray.scng.si/



14.

Summary

In short, WBL practices in a company following the RAY methodology are an extremely enriching initiative for all those involved in the process, students, tutors of VET centres and in-company trainers.

Everyone can benefit from them. Being also an experience which requires the participation of different entities, roles and responsibilities, an effort in the planning and management process is required. Therefore, we request positive attitude and commitment from all RAY tutors.



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A guide for the tutors with students 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



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