

GUIDE FOR WORKPLACE INSTRUCTORS



 **kpedu**

THANK YOU FOR BEING A WORKPLACE INSTRUCTOR!

You have been offered a rewarding and interesting task. Workplaces and workplace instructors play a significant role in vocational training. A workplace instructor plans, guides and evaluates the student's learning at the workplace. You can help a young student enter working life, engage and train a new employee, or support the learning of an experienced individual who is developing their skills.

Learning in working life is a collaboration involving the student, the workplace instructor and representatives of the educational institution. The goal of the cooperation is to make the student's learning in working life a successful learning experience.

With this guide, you will find tips and support for operating as a workplace instructor. In addition to the Guide for Workplace Instructors, you can develop your own instruction skills with the help of free workplace instructor courses. You can find the courses at www.kpedu.fi/tyopaikkaohjaajalle

Learning at work takes place under a training agreement or apprenticeship agreement

The student acquires their competence through learning in working life either under a training agreement or an apprenticeship agreement. Learning in working life is based on the contents of the degrees and the opportunities offered by the workplace, taking into account the professional requirements of the degree or parts of the degree to be completed.

TRAINING AGREEMENT

- The student is not employed
- The student is not paid a salary
- The employer is not paid financial compensation for education and training
- Agreed on one part of the degree at a time

APPRENTICESHIP TRAINING

- Based on a fixed-term employment or public-service relationship
- The student is paid a salary (minimum 25 hours/week)
- The employer can be paid financial compensation for education and training
- Can either be agreed on one part at a time or for the entire degree

- ▶ The agreement is based on the student's personal competence development plan PCDP and the student is assigned a personal workplace instructor. In an entrepreneur's apprenticeship agreement, the workplace instructor is referred to as a mentor.

Personal competence development plan

At the workplace, the student learns the practical skills required in their industry, the versatile implementation of which is planned in advance in the personal competence development plan, i.e., PCDP. The PCDP includes for example, the tasks planned for the student, the implementation of the teaching (face-to-face, distance and online teaching, independent study, etc.), the times of possible demonstrations and the evaluators. In addition to the student and workplace instructor, the employer and the teacher of the educational institution participate in the planning.

If it is necessary to make changes to the PCDP, immediately contact the person responsible for Kpedu's training agreement or apprenticeship agreement, whose contact information you can find in the PCDP.

Operating as a workplace instructor

The guidance aims to strengthen the student's working life skills and ability to function in a changing working life. Successful guidance supports developing into a future professional. It is based on smooth and confidential interaction between the workplace instructor and the student. The guidance is personal and takes into account the needs of the individual being guided as well as their prior skills and capabilities. For the success of guidance, the educational institution, the instructor and the student must have a common understanding of the goals and content of learning in working life. Sufficient time should be reserved for guidance. The motivation, guidance skills and professionalism of the instructor also influence the quality of guidance.

Orientation as part of the guidance

The student should feel welcome as part of the work community. Good orientation helps the student to engage in work tasks and the workplace quickly. Matters related to occupational safety, in particular, should be considered. The entire work community of the workplace can participate in the guidance of the student, so it is important to think about the operating methods and areas of responsibility together. The cooperation between the educational institution and the workplace ensures that the student obtains the knowledge and skills required for their degree. In addition to personal meetings, you can keep in touch with different parties in many ways, e.g. via WhatsApp and Teams.

The following are ensured during orientation:

- The work community receives information about the student and his work duties
- The student feels welcome at your workplace
- The student gets to know the members of the work community
- The student receives an appropriate introduction to all work tasks





Tasks of the workplace instructor

A workplace instructor

- is responsible for the student's guidance
- orientates the student together with the work community
- orientates the student in occupational safety
- orientates the student on the learning goals recorded in the PCDP
- plans, organises and directs goal-based work tasks
- provides feedback on the student's development
- cooperates with the teacher
- familiarises themselves with the evaluation criteria
- plans skill demonstrations
- evaluates the student's demonstrated skills together with the teacher
- develops their own management skills

A student needs support to succeed!

The changing role of the student and instructor

Many things affect the guidance of the student. For example, whether they are studying a completely new field, whether they are beginners or experienced individuals, and whether the person to be guided is young or comes from a different culture.

Your role changes depending on the student

- Professional growth happens at everyone's own pace.
- Each student's need for guidance is individual: some need more support, advice and guidance, while others act and learn independently.
- Guiding a person who is developing their professional skills and has already been in working life for a long time can be close to mentoring.
- Guiding young people often also involves an educational task.

Recognise your own style of guidance

- A workplace instructor's own learning style and previous learning experiences affect the implementation of guidance.
- The student does not need to be made a copy of the instructor.
- For a beginner instructor, it is enough to recognise yourself as a learner and your own methods of guidance.
- Adapting your own style of guidance to the needs of the student is the skill of an experienced instructor.

Everyday guidance challenges

As a workplace instructor, you experience feelings of success and also learn a lot yourself. You may also encounter various challenging situations. In this case, don't be alone as an instructor!

- Discuss these matters in your work community and with your supervisor. They can best support you in your role in the workplace.
- If necessary, feel free to contact the teacher - they are also your work partner.
- You can also participate in the training offered by the educational institution and instructors' meetings, where you will find peer support for your activities.

Principles of successful guidance

- You are motivated by your task.
- You take into account the student's individual guidance needs.
- You plan tasks and guidance and set clear goals for learning with the student and the teacher.
- You carry out guidance in everyday life as part of your job, but you also schedule one-on-one meetings.
- In guidance discussions, you review with the student what has been learned at the workplace.
- You also ask for feedback about your guidance.
- You monitor, provide feedback and, together with the student, evaluate their development.
- You develop your guidance skills in instructor training/with other instructors

Tips for successful guidance

- Ask the students how they learn best. Give examples of things that support learning at the workplace: discussions with their immediate management team and colleagues, written instructions, and work observation.
- Ask what kind of things the student is particularly interested in learning. Also, ask what kind of things they find difficult.
- Aim to observe the work from the learner's point of view. Remember that others may need more repetition and revision.
- Make sure the instructions are understood: ask the students how they would start the task. Encourage asking questions.
- Justify the instructions and workplace procedures: Why is this done, and how does it affect the work of others?
- Provide an opportunity for questioning and suggesting new operating methods.
- Gradually increase responsibility. If necessary, break down a larger entity into smaller sub-tasks.
- Give regular, plentiful and individualised feedback. Provide support when failures occur. Be encouraging.



Considerations related to apprenticeships

Discretionary financial compensation for education and training can be paid to the apprenticeship student's employer, and the person responsible for the apprenticeship agreement will provide separate instructions to the workplace instructor on how to apply.

The workplace instructor is asked to fill out a form related to the monitoring of apprenticeship training every six months. The form includes, for example, recording a brief summary of the realisation of the apprenticeship training. The workplace instructor will receive instructions on how to fill out the form by email. If the apprenticeship agreement includes financial compensation for education and training, it is paid based on the information on the form.

Changes to apprenticeship and training agreements

Any changes must be informed to the educational institution well in advance. Such changes can include, for example, updates of contact details, changes of workplace instructor, PCDP update needs, interruptions (e.g., sick leave lasting more than 1 month, maternity leave, military service), or changes related to the employment relationship in the apprenticeship agreement. Changes are confirmed with a change form signed by the parties.

Competence is assessed through demonstrations

In vocational education, competence is assessed in a demonstration, which is an essential part of completing a degree. It involves practical tasks where the student demonstrates how well they have achieved the professional skills and competence defined in the degree criteria. A demonstration is usually completed for each part of the degree. The evaluators compare the skills with the degree criteria and provide a grade that will be included in the student's diploma.

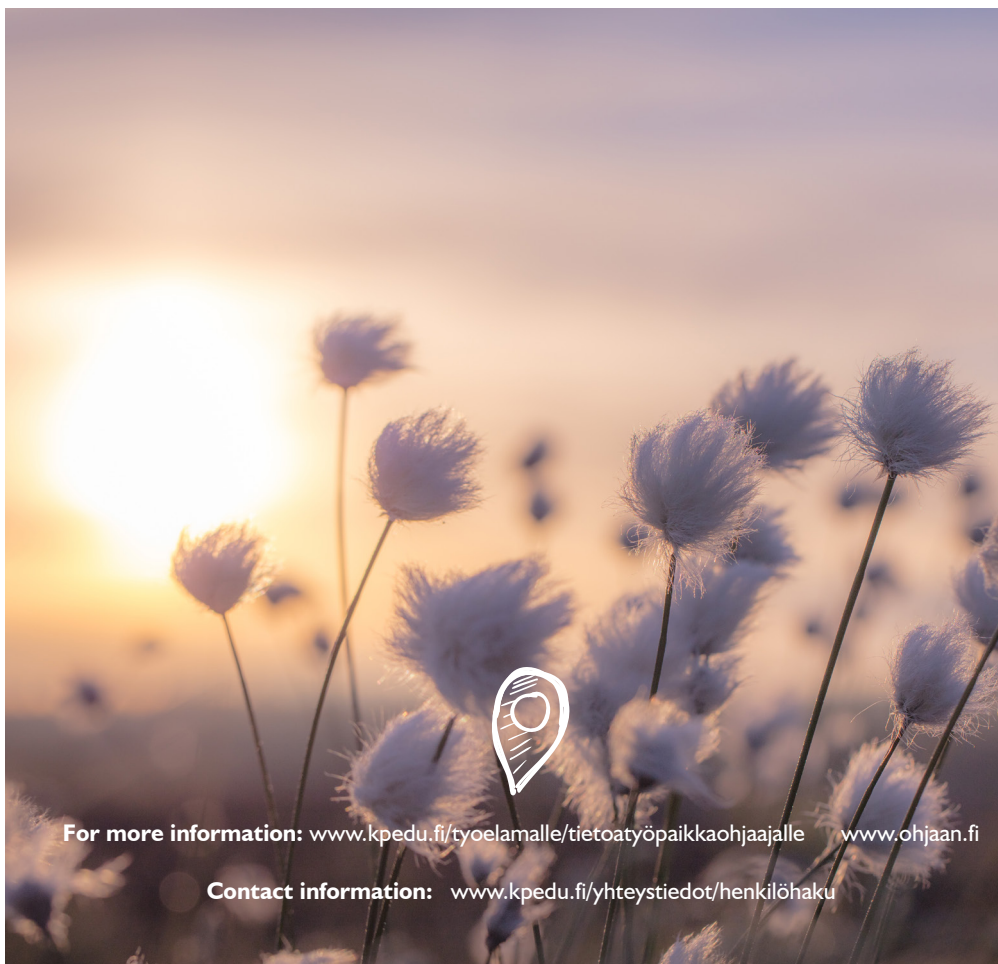
Please remember to respond to the nationwide ARVO feedback survey sent by the Finnish National Agency for Education! The feedback collected through the surveys is used to monitor the quality of the training and develop the training accordingly. The activity of responding to feedback affects the funding the educational institution receives.



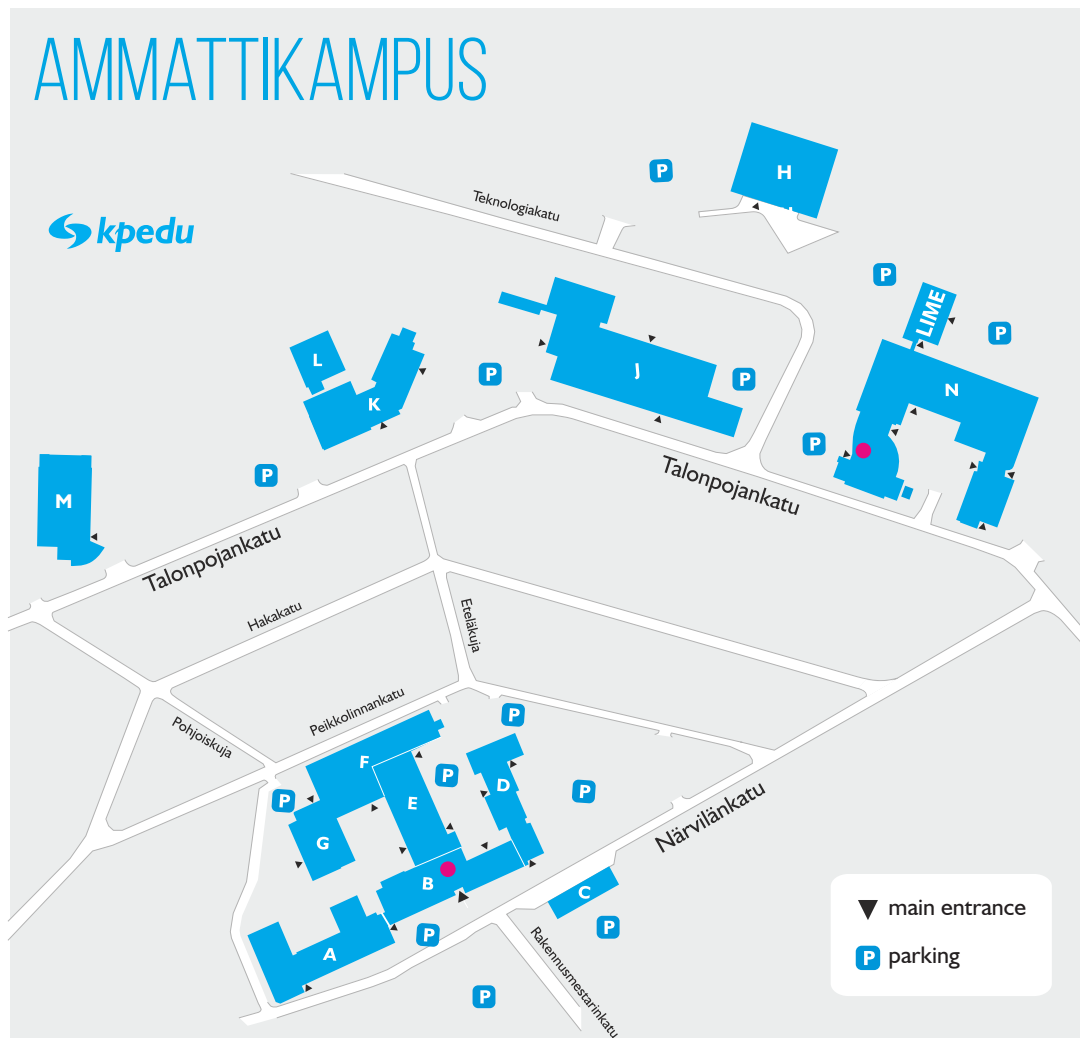
Checklist for workplace instructors

- ▶ Make sure your employer has the resources you need for the position as a workplace instructor
- ▶ Review the goals of the PCDP together with the student and the teacher
- ▶ Together with the student and the teacher, plan the learning in the workplace
- ▶ Together with the student and the teacher, plan the necessary guidance and support
- ▶ Orientate the student with the practices and rules of the workplace and matters related to occupational safety
- ▶ Agree on communication
- ▶ Tell the work community about the student's arrival to the workplace
- ▶ Guide, and provide and receive feedback
- ▶ Encourage the student to evaluate their own learning
- ▶ Monitor the student's progress according to the PCDP
- ▶ Cooperate with the teacher and report the need to update the PCDP
- ▶ Identify any demonstration situations

You play an important role!



AMMATTIKAMPUS



A
Auditorium
Food industry
Restaurant and catering

B
Main entrance, **INFO** ●
Restaurant Paratiisi
Student restaurant Menuetti
Cafe/store Eväsreppu
Restaurant and catering
Food industry
Social services and health care

C
Student dorms

D
Social services and health care
Hairdressing

E
Admissions
Student welfare services
Working life services
Osuva-koulutus Ltd
Apprenticeship services
Student restaurant
Pikku Menuetti

F
Administrative services
Business
Cafe OG
Hope

G
Preparatory Education and Training
Cleaning and maintenance
Business
Luovi
Vocational high school

H
Campus hall
Security
Student welfare services
Gym

J
Automobile and Logistics

K
Wood industry
Electrical and automation

L
Construction

M
Manufacturing and construction

N
INFO ●
Restaurant Loiste
Machinery and production
Process and laboratory
IT

Mediacenter LIME
Media

