



UAS supporting staff

Good practical training practices for supporting staff at universities of applied sciences



It is essential for a successful practical training that the supervising teacher and student have good cooperation and interaction. Student support begins by identifying and establishing the needs for individual support.

Go through the practical training plan and objectives with the student. Guide the student also to set objectives related to working life skills and professional development. It is good to familiarise with the workplace and work assignments before the practical training. If the student needs support in practical training, it is worth using enough time for orientation. You can also support practical training by clearly agreeing with the

student on the cooperation between the student, supervising teacher and training supervisor.

During the practical training, the student can be supported with different pedagogical methods and teaching and supervision arrangements. Workplaces have to be informed of learning difficulties, need for special support and competence in a way that helps students to achieve their best possible potential and strengthens their participation in working life.

It is also good to agree on the student's individual supervision and support measures and procedures in potential problem situations. This site supports the teacher in giving the student a clear picture of practical training and its benefits.

Podcast

Listen to Janne Hopeela sharing his experiences on coaching TAMK IB students during their practical training periods. Janne works currently as Senior Lecturer in the IB degree programme, Academic Advisor, Practical Training Coach and International Coordinator in TAMK. Interviewers: TAMK students of musical theatre Milla Sukki and Leea Lepistö. Recording date: 27 Oct 2020. Duration: 31 mins.

(Podcast available in the online version)

Before practical training

- Make sure that the student has the competence and studies needed for practical training.
- Discuss the practical training objectives with the student and make sure the student understands them.
- Encourage and support the student to search for a practical training place and use the higher education institution's services and network, present the field and help, if needed.
- Guide the student to identify personal competences and bring out personal strengths.
- Encourage the student to familiarise with the practical training place in advance. Attend if needed.
- Make practical training contracts together with the student and workplace.
- Discuss and agree on with the student how individual needs for support are considered in practical training and bring up the matter (eg longterm illness, dyslexia) confidentially at the workplace (with the student's permission), if needed.
- Inform the workplace of learning difficulties and needs for individual support.
- Contact the training supervisor at the workplace and agree on contact and supervision practices.



During practical training

- Encourage and ask for news regularly from the training supervisor and student during the practical training.
- If needed, make supervision visits.
- Follow progress of the practical training plan and objectives in cooperation with the student and training supervisor.
- Support the training supervisor in considering the student's needs for individual support.
- Agree on procedures if the practical training has to be interrupted.
- Bring out promotion of equality and diversity in working life.
- Ask for feedback from the workplace to develop cooperation.



After practical training

- Have a feedback discussion with the student and training supervisor.
- Consider future views from the viewpoint of the student's competence and development objectives.
- Discuss realisation of objectives, successes and competence development.
- Ask for feedback and development ideas on practical training and its supervision from the training supervisor.
- Inform the student of employment possibilities and give guidance in search for work or making and application for further studies.



Online version of this document:

<https://moodle.amk.fi/course/view.php?id=409#section-2>



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