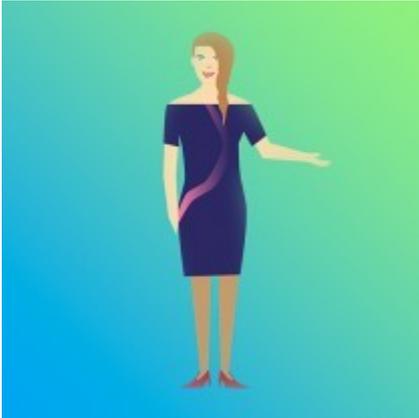




Working life representatives

Good practical training practices for working life representatives



Collaboration between education and working life takes shape especially in students' practical training.

Learning at workplace is important for students. The workplace, student and an educational institution all benefit from high-quality practical training. It is important for workplaces to find competent labour force for the changing working life of the future.

Education offers competence needed in future working life. Students bring creativity and renewal to workplaces and support working life development. Successful practical training promotes students' enthusiasm, motivation and commitment to the field, which promotes availability of labour for workplaces in the future, too. There are diverse learners at workplaces and their positive experiences on practical training are a success and attraction factor in labour market.

Hopefully this site will help you to ensure that the practical training benefits the workplace, student and educational institution. Be brave and give diverse learners the chance to show their skills, competence and development potential.

Podcast

Listen to TAMK students Milla and Leea interviewing Business coordinator Vãn Lê, from Business Tampere, about coaching trainee students. Date: 22 Oct 2020. Duration: 20:39 min.

(Podcast available [in the online version](#))

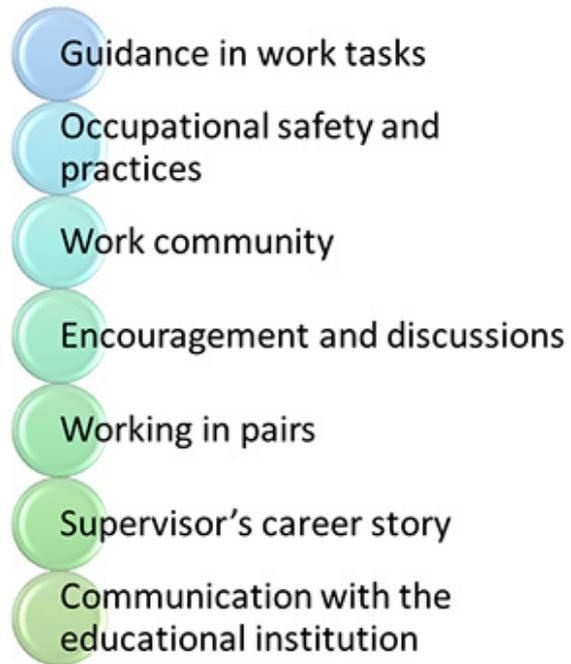
Before practical training

- Make sure that your workplace is ready to commit to and cooperate with the educational institution and trainee.
- Organise the needed resources (time, willingness, joy, enthusiasm) for supervising the trainee (also students in need for support).
- Choose motivated employees to supervise the trainee and give them high-quality training.
- Make it possible for the trainee to visit the workplace in advance. You also learn to know the trainee at the same time.
- Familiarise with the trainee's course objectives and contents in advance. This way all have a uniform picture of the practical training objectives. Familiarise with the trainee's other educational contents, too.
- Make a practical training contract with the trainee and educational institution. The contract includes the practical training objectives, contents and duration.
- Discuss potential needs for support in advance with the trainee.



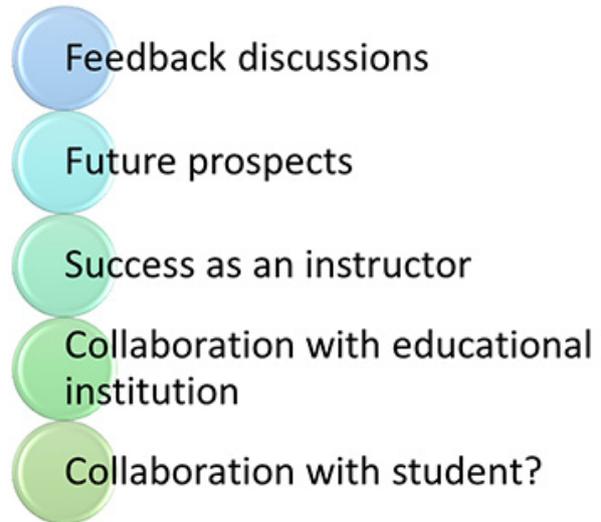
During practical training

- Supervise the work tasks sufficiently. Give the trainee time to learn the guidelines and repeat them, if needed.
- Familiarise the trainee with the organisation, procedures and occupational safety.
- Welcome the trainee into the work community. The trainee may have several supervisors, if necessary.
- Give the trainee constructive feedback in supervision discussions and in connection with work tasks. Emphasise the trainee's strengths and successes.
- Promote confidential atmosphere and listen to the trainee. Bring up difficult matters in an encouraging and empowering manner.
- Support professional growth and understand different ways of learning. Follow the trainee's competence and learning and talk about matters the trainee does not know yet. Guide and instruct – practical training is a learning process for the student.
- Modify the work tasks if need be. Discuss the practical training objectives with the student. They can be modified.
- You can also use pair work. The work task can be completed by an employee and the trainee together.
- Go through the training supervisor's career story in appropriate situations.
- Contact the educational institution if the training supervisor or student needs support during the practical training.



After practical training

- Give the trainee feedback and assess the practical training in accordance with the educational institution's guidelines. Organise an oral feedback discussion with the trainee. If need be, ask a representative from the educational institution to attend the session.
- Think about the future views from the viewpoint of the student's competence and thoughts.
- Consider how you succeeded in supervision and how it could be developed.
- Develop your cooperation with the educational institution.
- Consider potential continuation of cooperation with the student.



Online version of this document:

<https://moodle.amk.fi/course/view.php?id=409#section-3>

