

Guidebook

JOB INSTRUCTOR



English

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1 Responsibilities of the job instructor

During the work-based learning period of the student the job instructor shall be responsible for student's guidance and evaluation. These responsibilities are based on the agreement between the sending educational establishment / teacher, the student and the job instructor.

The job instructor shall provide constructive feedback to the student. In addition, he or she shall confirm with his or her own signature the performance of working days, hours, and duties as detailed in the diary.

The instructor at the workplace

- makes sure that there is a mutual understanding of the objectives of the working period
- signs the Agreement and plan for the work-based learning of the student
- gives the student all necessary information about the workplace
- gives the student all necessary information about the work
- follows the student's work during the period
- guides and advises the student throughout the working process
- gives student information on labour protection and work safety
- discusses with the student and helps her/him with the learning tasks if needed
- contacts the teacher to give feedback and also when it's for some reason needed
- gives a diploma/certificate to the student after the period
- takes part to the evaluation discussion together with the student and the teacher
- evaluates the skills of the student with 1 = Satisfactory, 2 = Good or 3 = Excellent
- fills in the assessment form

2 How to make it work

The work-based learning period, shorter or longer, is supposed to be a positive experience for both the student and the instructor. Here you have some practical advice which may help you in your tutoring work:

- Take from the very beginning the role of an expert in relation to the student.
- Listen to the student and encourage him or her to make questions – there are no stupid questions.
- Motivate the student.
- Give positive feedback whenever it is possible and justified.
- Give the student enough time to the learning process, be patient.
- Don't forget that the student is a beginner, a novice.

- Be present for the student, give your time and concentrate yourself to the tutoring work.
- Take the working as a tutor as a challenge and opportunity in your career. It could
- The student gives you young ideas and young way of thinking.
- In case you have to give some negative feedback, make it quietly and without any dramatics.
- Be consequent when giving advice – it increases trust between you two.
- Be sure that your message has been understood – there might be a language barrier between.
- Take into account that you have to be a tutor as well for 1st class students as for those who are more advanced – you might have to communicate in a different way to your different target groups.

3 Evaluation of the student

3.1 Evaluation of work-based learning

The aim of the work-based learning is that the student learns certain vocational skills in a real environment in a company or an organisation with the rules of the workplace. The students have to complete their theoretical studies with a period of work-based learning. This type of studying has to be supervised and evaluated.

The evaluator can collect information of the student's vocational competence

- by following the working process and observing it, making notes
- by evaluating the result of the working
- by interviewing the student after he or she has finished the work
- by making questions which complement the evaluation
- by using the feedback from the customers and rest of the staff

The evaluation will pay attention to the following things:

- working process in accordance with the given instructions
- working methods as many-sided as possible (carefulness and reliability)
- observance of the schedules and working hours
- co-operation and communication skills
- preparing and participating in the evaluation and feedback discussions and filling the evaluation form

In the assessment form there are following targets to be evaluated:

- Interest, initiative and activity
- Responsibility, reliability and observance of rules
- Cooperation and communication skills
- Working skills
- Problem solving and self-assessment skills

The evaluation is three-levelled: **1 Fair, 2 Good, 3 Excellent**

3.2 Evaluation of vocational skills demonstration (FI)

The student presents the basic skills in a vocational skills demonstration. He or she is supervised and motivated and he has to get feedback about his work and about his proceeding. The evaluation of the student's skills is fulfilled by filling the assessment form.

The demonstration is a work situation or a work process that the representatives of the education provider and the working life plan, organize and evaluate together.

The aim of skills demonstration is to give the student an opportunity to show ones skills and competencies at real work situations during the work-based learning period. It is about core competencies in one vocational study module.

The student gives a demonstration from each study module and he or she takes part in the evaluation discussion together with the teacher and the job instructor.

The evaluation is three-levelled: **1 Satisfactory, 2 Good, 3 Excellent** and the evaluation targets are the following four:

1. Work process

- planning of one's own work
- finalizing one's work
- following the schedules
- evaluation of work
- development of one's own work

2. Working methods, work tools and materials

3. Theoretical knowledge, basis for the work

4. Key skills of lifelong learning

- Learning- and problem-solving skills
- Interaction and communication skills
- Co-operative skills
- Entrepreneurship
- Occupational safety
- Professional ethics
- Sustainable development
- Technology and information technology
- Mathematics and science
- Active citizenship and different cultures

The one who is responsible of the evaluation can collect information on the student's skills

- following the working process and making observations according to the evaluation targets
- evaluating the final result of the work
- by interviewing the student after the finish of the work
- using the feed-back from customers and other workers

Evaluation criteria

The vocational skills demonstration is evaluated from 1 to 3. The marks are formed according to the following principles:

Excellent, 3

- the student has a wide vocational knowledge
- the student shows creativity and initiative in the way of working
- the working methods have been evaluated and developed
- the information has been gathered independently
- the unessential information has been separated from the essential one
- some conclusions has been made and the knowledge and skills have been well shown in new situations
- independent problem solving skills have been shown
- the communication in different situations and with different interest groups has been interactive
- in the results there is nothing to be criticized or to be bettered

Good, 2

- the information needed has been gathered quite independently
- the information has been in some amount processed to be more useful
- some conclusions has been made and the knowledge and skills have been applied in a proper way in new situations
- in different situations and teams the student has been able to act in an interactive way
- in the results there is not much to be criticized

Satisfactory, 1

- the information needed has been hard to find
- the student has needed extra advice and help
- the tasks have been finished, but the success has required supervision in a noticeable degree
- in the achievements there are lacks and mistakes

The cooperation with the student usually goes well and is a positive experience to both partners. Sometimes there may be some unexpected situations which are difficult to handle. The problems can in most of cases be solved in discussions and by giving the problem a name.

Causes of problems

- different cultural background
- different way of thinking and making conclusions / mutual understanding
- linguistic problems
- unclear roles: who is telling what and how to do and who is obeying
- the student's unrealistic expectations
- the student's personal problems (health problems, homesickness, difficulties in the adjustment etc.)

When the student is starting the working it is important to familiarize him or her with the company. Here are some tips about what would be recommended to tell:

Company overview

Products/Services

Customers

✓ amount of daily customers

✓ customer profile

Company organization

Company's practices and vision

Orientation material

Quality policy / Values

✓ which things are important to the company

Work environment /machinery and equipment

Safety guide

Maintaining of cleanliness and order

Company activities

Getting to know the working department/ workstation

Closest co-workers

Working hours and breaks

Social facilities

Company rules

✓ punctuality with the working hours

✓ announcing a sick leave

✓ behaviour standards

Work clothing, external appearance

Procedure in case of an accident

Tour to the premises, what happens and where

Access routes / Access control, exits

It is also good to inform the rest of the organization as early as possible

- ✓ from where the student is coming
- ✓ how long he or she will stay
- ✓ what is he or she supposed to take part in the working place: the working department and the tasks

5 Forms

5.1. Agreement and plan for the work-based learning

This form is used as an agreement between student, school and workplace

5.2 Student assessment (short) – Work-Based Learning

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher and the student himself).

5.3 Student assessment (long) – Work-Based Learning

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher and the student himself).

5.4 Skills assessment

This form is used to vocational skills demonstration.

5.5 Diploma

This form is used to give the student a diploma from the working period.

5.6 Certificate

This form is given to the student in case there's no evaluating needed.

5.1 Agreement and plan for the work-based learning

1. PARTIES - The agreement has been made between the following parties:

STUDENT

Name	Date of birth	Age	Mobile phone +	E-mail
Home address	Zip code	City	Country	
Near relative	Contact information			
Degree / period of studies				

SENDING INSTITUTE

Name			
Street address	Zip code	City	Country
Teacher responsible for the WBL period	Phone / Fax + +	Mobile phone	E-mail

EMPLOYER

Name			
Street address	Zip code	City	Country
Contact person	Phone / Fax + +	Mobile phone +	E-mail
Instructor at the working place	Phone / Fax + +	Mobile phone +	E-mail
Working period Starting Ending	Working hours weekly / daily		

HOSTING ORGANISATION, eg. SCHOOL

Name			
Street address	Zip code	City	Country
Teacher responsible for the WBL period	Phone / Fax + +	Mobile phone +	E-mail

2. ARRANGEMENTS FOR THE PERIOD

Work-based learning takes place <input type="checkbox"/> without employment <input type="checkbox"/> with employment	Insurance <input type="checkbox"/> Student falls within the sphere of an employer's liability insurance (damage caused to others) during their period of Work-Based Learning /Act of Torts 412/1979). Our students perform their work under the supervision and guidance of the employer's representative. <input type="checkbox"/> Student falls within the sphere of the educational establishments accident insurance during the on-the-job-learning period related to their studies. Name of the insurance company Insurance number <input type="checkbox"/> Student has E111 social security sheet with him/her
Meals <input type="checkbox"/> Employer provides meals <input type="checkbox"/> Student pays for meals him/herself	
Travel	
Work clothing <input type="checkbox"/> Employer provides work clothing <input type="checkbox"/> Student has his/her own work clothing	

3. OCCUPATIONAL SAFETY

The following should be specially taken into consideration concerning the occupational safety

4. OBJECTIVES OF THE WORK-BASED LEARNING PERIOD

Period of the placement	From:	Credit units
	To:	(study weeks)
Parts of the curriculum to which the work-based learning period is connected		
The goals and tasks		
Personal objectives		

Central duties agreed with the job instructor
Vocational Skills Demonstration at the work place
Other

5. DUTIES AND RESPONSIBILITIES OF THE PARTIES

The student is aware of the contract between the educational establishment and the employer and he or she shall observe the principles as detailed in that contract and as agreed in this plan.

The student writes a learning diary about her/his experiences and duties. ***The instructor at the workplace, the student and the teacher*** will participate in the evaluation of the work-based learning period.

The student shall participate in an evaluation discussion and shall write a report of his or her on-the-job-learning period. The evaluation will pay attention specially to student's self-evaluation and the following things:

- working methods as many-sided as possible (carefulness and reliability)
- making notes while the work is proceeding (according to the instructions)
- following the schedules and working hours
- doing and returning of the learning tasks
- co-operation skills
- preparing and participating in the evaluation and feedback discussions and filling the evaluation form

The **job instructor** shall be responsible for student guidance and evaluation in the contract between the employer and the educational establishment as well as in the agreed manner in this plan.

The job instructor shall provide constructive feedback to the student. In addition, he or she shall confirm with his or her own signature the performance of working days, hours, and duties as detailed in a diary.

The instructor at the workplace is responsible for the guidance and the evaluation of the student in the way as it is agreed.

The instructor at the workplace

- guides and advises the student on labour protection and work safety
- teaches the student the modes of operation in the workplace
- discusses with the student and helps her/him with the learning tasks if needed
- follows the student's work during the period
- contacts the teacher when it is needed
- gives a testimonial to the student after the period
- gives feedback on the period to the institute and fills the evaluation forms
- arranges e-mail use by the student if possible

The teacher will take part in the guidance of the student during work-based learning periods according to the agreement between the employer and the institute in the following ways:

- the teacher gives the student written instructions for reporting and keeping of the diary
- the teacher gives the student learning tasks for the period
- the teacher supports the instructor at the workplace, too
- the teacher visits the workplace during work-based learning period if possible
- it has to be possible for the student and the instructor at the workplace to contact the teacher during the period
- the teacher gives the evaluation forms and criterions to the instructor and to the student
- the teacher will collect the evaluation material and will give the final grade based on these facts

The **teacher** shall participate in guiding and evaluating of the student in accordance with this contract between the employer and the educational establishment and according to this plan in the following manner:

The duty of the teacher providing guidance is to support the success, for example, remaining in contact with the job instructor. The teacher shall be in contact with the job instructor at least at the beginning and at the end of the period of work-based learning.

Evaluation

The job instructor, student, and teacher shall participate in evaluation. There is a separate form for job instructor evaluation and student self-evaluation.

6. SIGNATURES OF THE PARTIES

There are three identical copies, one for each party:

Place and date		
Student	The instructor at the workplace	The teacher

5.2 Student assessment (short) – Work-Based Learning

Sending school		
Field		
Name of the student		
Study module		
Name and address of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student. Markings: Student's self-assessment: <input type="radio"/> Job instructor's assessment: <input checked="" type="radio"/>			
	Excellent	Good	Fair
	3	2	1
Interest, initiative and activity			
Responsibility, reliability and observance of rules			
Cooperation and communication skills			
Working skills			
Problem solving and self-assessment skills			
Summary of the assessment	Summary [3 – 1]		

Further comments

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Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

5.3 Student assessment (long) – Work-Based Learning

School		
Field		
Name of the student		
Study module		
Name of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student.
 Markings: Student's self-assessment: **O** Job instructor's assessment: **X**

	Excellent [3]	Good [2]	Fair [1]
A: Professional / technical knowledge, quality and safety at work	3 Understands the involved contexts very well and works independently	2 Mostly understands the involved contexts and acts independently	1 Understands the most common contexts involved but needs still tutoring
	3 The quality of work is always high and trustful	2 The quality of work is mostly good and trustful	1 The quality of work is still irregular
	3 Works safely, correctly and independently	2 Works safely and correctly with guidance	1 Works safely but fails sometimes observe safety regulations
B: Planning, evaluation and development of student's own work; innovation and creativity	3 Operations are methodical, participatory and objectively creative	2 Operations are methodical and participatory	1 Operates only in a routine manner without special interest
	3 Works in a systematical way and can make plans	2 Usually works in a systematical way	1 Work is still un-systematical way
	3 Can and will diversely evaluate his/her own work and its results	2 Can and will evaluate his/her own work and its results.	1 Can evaluate his/her own work with guidance
	3 Wants feedback and is able to adapt working methods according to received feedback	2 The student wants feedback	1 The student accepts feedback
C: Workplace regulations, cooperation and manner	3 Observes working hours, workplace regulations and other agreements	2 Observes working hours and workplace regulations	1 Occasionally fails to observe working hours
	3 Cooperative, polite and participatory. Can act as a team member	2 Behaviour is open, polite and cooperative	1 Behaviour is usually polite, needs tutoring for cooperation

After individual evaluation the job instructor, student and teacher discuss the assessment.				
Summary of the evaluation: 3-2-1 (not mathematical)	Student	Job instructor	Teacher	Summary of the assessment
A: Professional/technical knowledge, quality and safety at work				
B: Planning, evaluation and development of student's own work; innovation and creativity				
C: Workplace regulations, cooperation and manner				

Further comments:

Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

5.4 Skills assessment form

Vocational skills demonstration

Student	
Study module	
Place of demonstration	Date of demonstration
Workplace instructor	Teacher

Vocational skills demonstration task

The vocational skills demonstration is evaluated **from 1 to 3** so that **1** is **satisfactory**, **2** is **good** and **3** is **excellent**.

TARGETS OF ASSESSMENT

	Student			Workplace instructor			Teacher			Summary
	1	2	3	1	2	3	1	2	3	
Work process	<input type="checkbox"/>									
Working methods, usage of work tools and materials	<input type="checkbox"/>									
Theoretical knowledge, basis for the work	<input type="checkbox"/>									
Key skills of lifelong learning	<input type="checkbox"/>									

- Learning and problem-solving skills
- Interaction and communication skills
- Co-operative skills
- Entrepreneurship
- Occupational safety
- Professional ethics
- Sustainable development
- Technology and information technology
- Mathematics and science
- Active citizenship and different cultures

ASSESSMENT	Student	Workplace instructor	Teacher
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRADE

Place and date _____

Signatures _____

DIPLOMA

Student

has completed on-the-job learning in

Employer's name

From: _____ to: _____ study weeks
Period

tasks during the period:

Student evaluation

Place and date

Employer's signature

Name and position

5.6 Certificate

Certificate

Date

This is to certify that

Name of the student

from **Name of the school** has been working for

Company name

from _____ to _____

The following activities were carried out during the working period

Name of the company

Signature and title

Notes



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