

## **WORK PLACEMENT MANUAL**

**HUMANISTINEN AMMATTIKORKEAKOULU**

**HUMAK University of Applied Sciences**

**[www.humak.edu](http://www.humak.edu)**

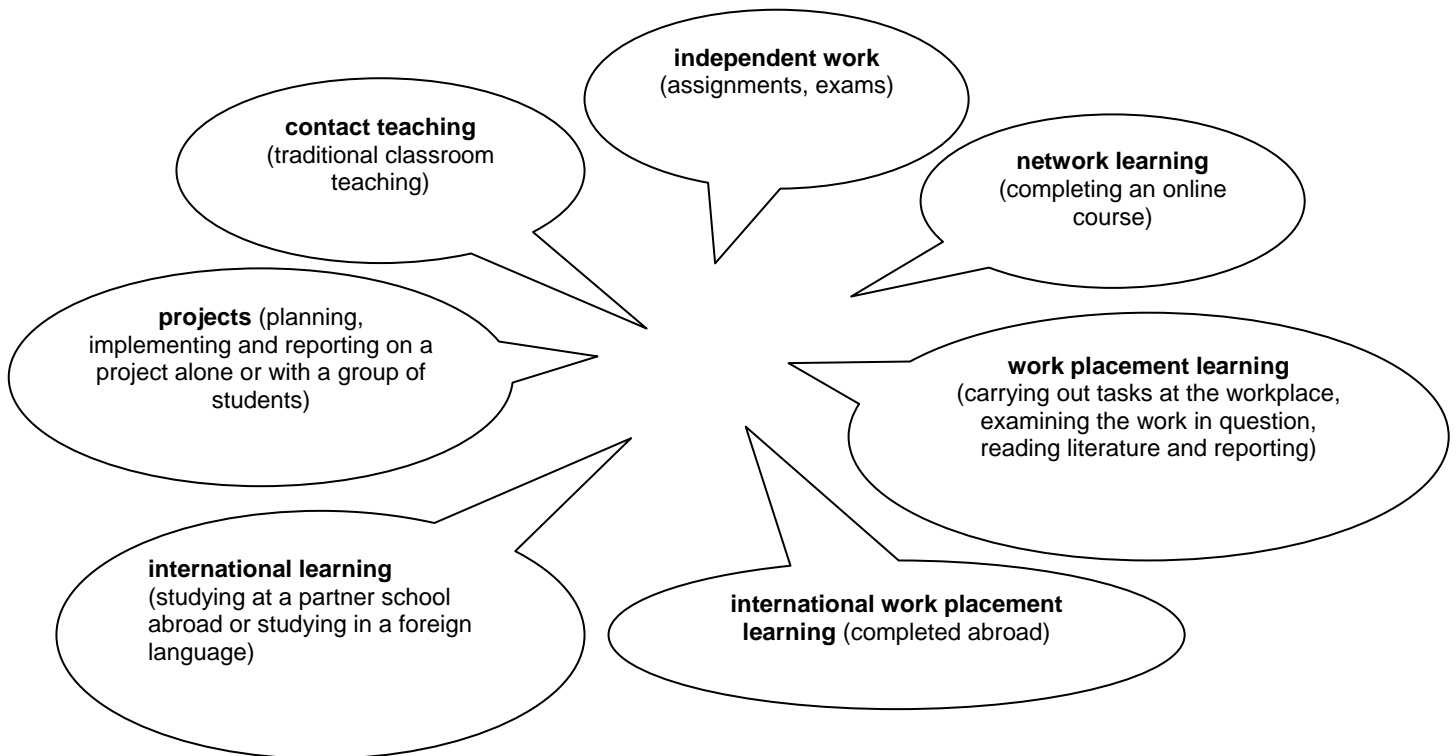
## HUMAK University of Applied Sciences

- A nationwide, network-based private university of applied sciences operating in the fields of the humanities, education and culture.
- Three degree programmes: Civic Activities and Youth Work (degree title for international use: Bachelor of Humanities), Cultural Management (degree title for international use: Bachelor of Culture and Arts) and Sign Language Interpreter (degree title for international use: Bachelor of Humanities).
- Education in 12 locations.
- The scope of each degree is 210 or 240 ECTS credits, and the studies take 3.5 to 4 years to complete.
- HUMAK's administration and services relating to support activities are located in Helsinki.
- The number of students is about 1,300.
- HUMAK also offers adult education, extension studies, open university studies and specialisation studies.
- The educational units have a number of cooperation projects aiming to develop cooperation between their own sector and region as well as the working world and HUMAK.
- For more information, please visit the HUMAK website at <http://www.humak.edu/english/index.php>

## 1. STUDYING AT HUMAK: A VARIETY OF LEARNING ENVIRONMENTS

Studies at the HUMAK are grouped into themes worth ten ECTS credits. One ECTS credit corresponds to 25–30 hours of study. Some of the themes are compulsory for all students, while other themes and basic professional studies can be chosen by the student from a variety of options, depending on their interests.

Students studying the same theme can complete it in different learning environments. In other words, each student can choose a mode of study that best suits them and their learning style. The learning environments available are:



## 2. BASIC PRINCIPLES OF WORK PLACEMENT LEARNING

Work placement learning means working at a workplace related to the student's field of study while exploring and developing the work concerned. The purpose of work placement learning is that by combining theoretical information with the working experience, students can acquire new knowledge, hone their skills and gradually develop professional expertise.

Practical training enables students to learn what it is about by doing and experimenting with various things and reading theory. That is why each work placement learning period

includes literature for the student to read and use when drawing up a report on the training period.

Students can carry out their work placement training any time of the year, also during the summer. If a student wishes to carry out the training during the summer season, supervision must be agreed on and planned well before the end of the spring term. One study module of 10 ECTS credits corresponds to 270 hours of work. Each student must complete at least three but no more than nine modules through work placement learning. *A student may complete several study modules and themes at the same workplace.*

Successful work placement learning calls for cooperation between three parties: the **employer, student** and **HUMAK**. They all have their own learning-related goals and duties to ensure that the training period will be successful. The students' duties include planning their own learning as well as choosing which sectors or tasks they want to concentrate on during their studies together with the kind of things they want to learn through practical training.

The polytechnic teacher's duties include helping the student in setting goals, so that the student's own goals are in line with those determined in the curriculum. The employer should give the student a realistic picture of the demands and tasks related to the job when guiding the student in performing jointly agreed tasks. *Admitting an individual student will not bind the employer in any way; all training periods are always agreed separately.*

Workplaces suitable for work placement learning include public, third sector and private organisations whose activities are professional and where at least part of the staff are salaried employees.

Below are some examples of suitable employers:

**Civic Activities and Youth Work Degree Programme:**

- Municipal, regional or nationwide actors in the youth work sector
- Local, district and union-level units of organisations, such as youth, leisure, social or charity organisations;
- Youth homes, children's homes and other child welfare institutions;
- Companies engaged in youth work or civic activities.

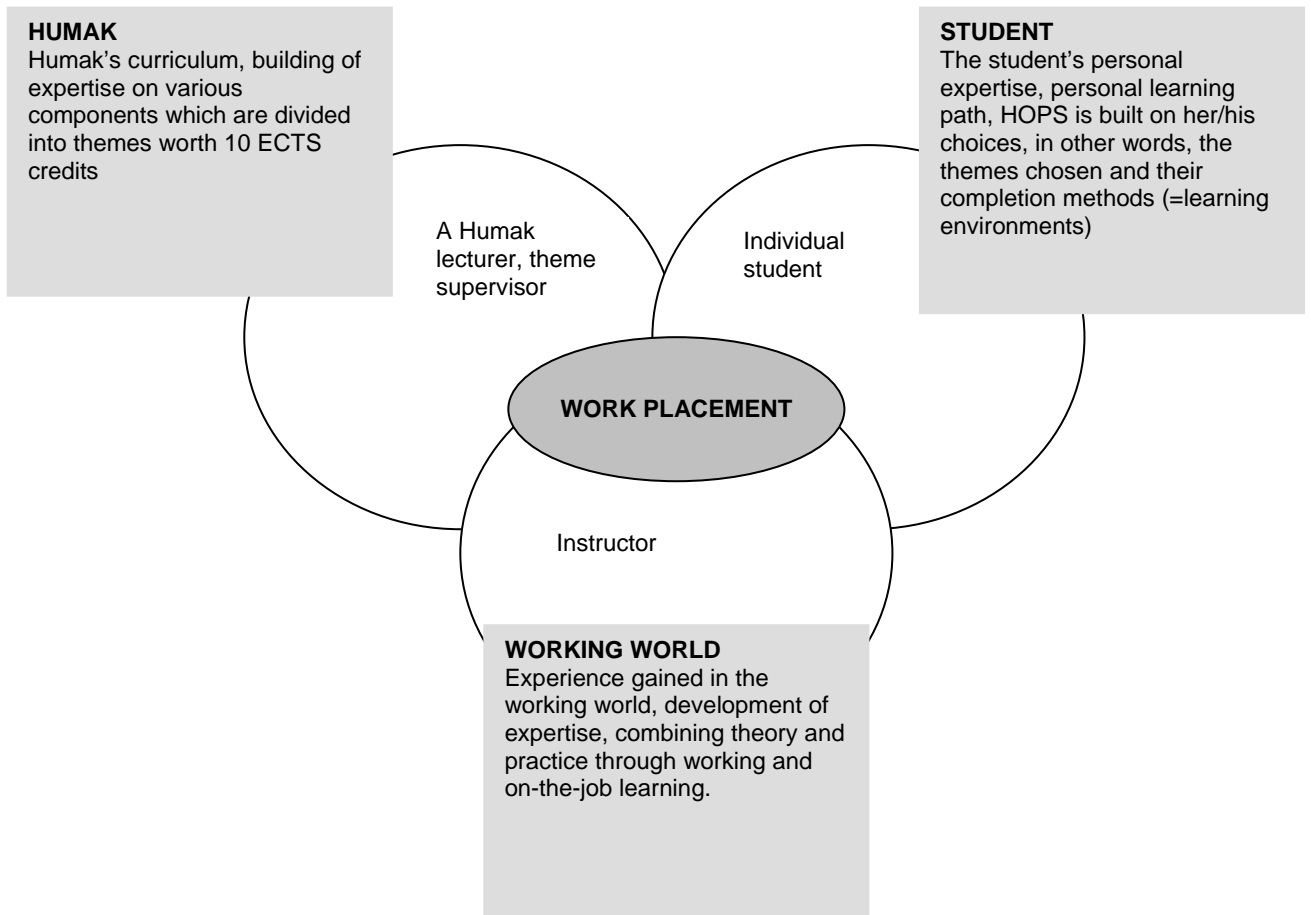
**Cultural Management Degree Programme:**

- Theatres, opera houses and other cultural institutions;
- Organisations, festivals, events;
- Culture and art projects;
- Municipal, regional or state level cultural administration;
- Companies operating in the culture sector.

**Sign Language Interpreter Degree Programme:**

- Organisations and companies providing interpretation services;
- Organisations providing services for the deaf, their local, district and union-level organisations;

The following diagram describes the actors involved in work placement training and the above-mentioned views of the various actors.



### 3. WORK PLACEMENT LEARNING FROM THE EMPLOYER'S PERSPECTIVE

Before the start of the work placement learning period:

1. The student contacts the employer that s/he is interested in. The student tells the employer of her/his skills and, if necessary, provides information on Humak, her/his own degree programme and the theme that s/he wishes to complete. The goals and needs of both parties are discussed, and a suitable period is agreed for the training.

2. The employer can also inform Humak directly of any work placement learning opportunities offered by them.
3. The employer assigns a supervisor, or 'work placement instructor', for the student.
4. An work placement /training agreement is drawn up, including the period during which the training will be carried out, the work placement instructor's contact information, the student's personal goals for the work placement learning period, her/his tasks and working hours and information about the workplace location. The agreement is signed by a representative of the employer with the authority to sign the same, the student and a Humak lecturer.

#### **Employer's rights**

- contacting a Humak lecturer whenever questions arise about work placement learning or whenever problems occur during the training period
- getting to contribute to training new professionals and, at the same time, ponder one's own expertise and views from a new perspective
- using work placement learning to facilitate recruiting

#### **Employer's responsibilities**

- making a written work placement / training agreement with Humak and the student
- assigning an instructor for the student for the duration of the training period
- guiding and supporting the student during the training period and giving her/him written feedback after the completion of the training
- giving the student tasks that are demanding enough and in line with her/his skills and know-how, introducing the student to real-life tasks and requirements

#### **During the work placement learning period**

The student has the right to receive guidance throughout the training period. Most work placement instructors assigned by employers carry out personal mentoring discussions once a week. This ensures that both the instructor and student reserve time for talking about work placement learning, asking questions and providing feedback. Topics covered include the work performed and whether the student has reached her/his goals. The meetings can also concentrate on a chosen subject or area of work which is then explored together. In other words, mentoring discussions

usually focus on the work performed by the student or requirements concerning vocational know-how; actual work planning meetings are held separately, often with the other employees present.

#### **After the completion of the work placement training period**

When the training period has been completed, the work placement instructor gives the student a written final evaluation which is included in the student's personal plan. The evaluation discusses whether the goals set for the training period were accomplished, how the student succeeded in the tasks assigned in the workplace and what the student's strengths are. The instructor is also expected to provide comments and advice on the student's future professional development.

The learning goals set by the student are related to the theme completed through practical training and the thematic contents.

#### **Becoming a permanent host for work placement learners**

Humak hopes that employers can become permanent partners, offering practical training positions for students. This will enable both parties to get to know each other and make better use of cooperation opportunities. Employers become permanent hosts for work placement learners by making a framework agreement. Making the agreement means that the employer wishes to continue admitting Humak students as work placement learners. However, the agreement shall not oblige the employer to admit every student applying for a training position; a separate decision is always made in regard to each training period.

The information included in the framework agreement will be made available for students on the Humak intranet, HumakPro. This enables students to find out about potential employers and look for an employer that will suit them and their goals.

Both Humak and the employer shall be entitled to terminate the framework agreement by written notification.

## **4. THE STUDENT DRAWS UP A WORK PLACEMENT LEARNING REPORT**

The student must submit a report on her/his learning results. The report is an important part of work placement learning, as the student, when writing the report, evaluates her/his own learning, records personal observations and searches for related information in relevant literature. A good report combines observations made through practical work with information obtained from books and other sources, such as interviews or material provided by the employer. The training report does not have to be in written form. If a student wishes to submit a report in other than a written form, s/he must make advance arrangements with a Humak lecturer.

The student can also deliver his/her report to the employer after the training period and include feedback in the same on the employer and the guidance received if such feedback has not been provided earlier.

The student must include the following matters in the learning report:

- **A brief description of the workplace** (e.g., business idea or mission, key units, customers/users/target group, organisation and administration, finances, employees, key cooperation partners, laws governing the operations) and **an overview of the tasks assigned to the student;**
- **Discussion on the activities in the workplace** (e.g., how the employer succeeded in carrying out the basic mission of the workplace, what strengths and weaknesses the workplace has, what kind of background theories are applied to the activities, what similarities did the student find between theory and practice, what kind of development ideas occurred to the student during the training period);
- **An estimate of the student's own learning situation and how successful the training period was** (e.g., did the student reach her/his goals?, what did the student learn?, what is still to be learned?);
- **An assessment of the guidance and orientation given to the student;**
- **Appendices**  
Feedback from the employer  
Any outputs as well as other material created during the training period.

## 5. WORK PLACEMENT LEARNING DOCUMENTS

### Work placement training agreement

An agreement made on each work placement learning period and signed by the employer's representative, the student and a Humak unit representative. The agreement defines the period during which the training will take place, the student's tasks, the name of the work placement instructor and any compensation or benefits that the employer can offer the student (e.g., meal benefit). *Students are also covered by their educational institution's normal insurance when the training takes place abroad.*

### Framework agreement

An agreement with which an employer becomes a permanent host for work placement learners and Humak undertakes to recommend the employer to students. With permission from the employers that have made the agreement, their contact information shall be made available on the Humak intranet, HumakPro.

### Work placement learning report

The student writes a report on the training period, describing the workplace and the tasks assigned and drawing comparisons between theory and practice, using source books and experiences in the workplace.

## 6. KEY CONCEPTS

Degree programme	Humak offers three degree programmes: Civic Activities and Youth Work, Cultural Management, Sign Language Interpreter
Educational unit	Humak has 12 educational units in various parts of Finland
Hops	A student's personal study plan (referred to as 'Hops' due to the Finnish acronym)
Humak	Humak University of Applied Sciences
HumakPro	The Humak intranet, which contains, for example, a number of communications forums, central documents, students' study registers and evaluations
Learning environment	The environment or mode of study chosen by the student. Humak has seven learning environments to choose from: contact teaching, independent work, network learning, projects, international learning, work placement learning and international work placement learning
Lecturer	A Humak teacher
Work placement instructor	A person assigned by the employer to guide the student during the training period
Work placement learning	A learning environment offered by Humak where the learning takes place in a workplace by getting to know things in practice and carrying out tasks, reading source material and writing a report on all this
Work placement learning period	Completing a certain theme through work placement learning
Personal guidance	Guidance given to the work placement learner by the work placement instructor
Theme	At Humak, the studies are divided into themes: in other words, study modules worth five or ten ECTS credits
Theme supervisor	A lecturer in charge of a theme

This manual was edited for the HUMAK by Niina Leinonen, Petri Katajarinne, Marjukka Nisula, Sirpa Teräväinen and Tuula Johansson.  
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