

INTRODUCTION

This tool helps the organisation to reflect on the actual quality of workplace learning offered to students, thus focussing on internships. It supports self evaluation step by step. Key actors within the organisation are brought together to assess the quality of a specific dimension (topic) regarding workplace learning. Through scoring, dialogue and formulating actions for improvement, the quality can be enhanced.

GLOSSARY

Key words: self evaluation, quality, workplace, internship, assessment, introduction, learning possibilities, learning culture, facilities, mentorship, cooperation, scoring, dialogue

TOOL

How to use this tool

Step 1: selecting a key criterium for quality self-evaluation

Gather all relevant persons involved in workplace learning (in relation to students) in your organisation/department. It's advisable to work with a person who can coach the dialogue and the process in general (we will address this person as leader in the text).

Determine on what topic regarding workplace learning you want to focus (this can be decided up front). This topic will be subject to a self-evaluation dialogue, using our tool. We advise not to evaluate more than one or two topics to avoid a planning overload of actions for improvement. It's crucial that the self-evaluation has effect and that defined actions result in real improvements.

The tool will offer support answering two important questions:

1. Where do we stand as a learning environment, focussing on the quality of one or more of the following topics:

- a. Introduction of the student to the team
- b. Learning possibilities
- c. Learning culture
- d. Facilities supporting workplace learning
- e. Quality of mentorship;
- f. Assessment of students
- g. Cooperation between the workplace and the school
- h. The way difficulties and complaints are managed

How can we improve?

Step 2: scoring the criterium

Each participant reflects (individual, silent) on the topic being evaluated, using the instrument. Where do we stand as an organisation in this matter? This should result in an individual score: not good, reasonable, good or excellent. It's important that everyone delivers individual input in this fase. The participants should try to formulate indicators and examples to prove they have reached a quality score. These csn be written down in the tool underneath the scoring table. Then all scores are then brought together.

Step 3: dialogue and conclusions

The leader summarises the scores and generates a dialogue. the team tries to reach a consensus regarding the score, and the actual quality of the workplace in the discussed topic.

These conclusions can be written down in the "comments" section of the instrument, or in a written report. Next, the leader asks each participant to think individually about possible ways to improve in the topic. Again, the individual input is then brought together by the leader trying to facilitate dialogue and consensus. The instrument also offers support in this fase. By reading the quality criteria, one can be inspired to determine how improvement is possible. The instrument also offers links to best practices and other documentation for further learning.

Finally, goals and actions for improvement are formulated by the group. These conclusions should also be written down In the "comments" section of the instrument, or in a written report.

Quality of the workplace regarding workplace learning: *Self-evaluation tool*

Topic	Not good	Reasonable	Good	Excellent
Introduction to the workplace and the team	No introduction is given.	A short informal general introduction is given. e.g. <ul style="list-style-type: none"> oral info about the workplace a brochure is given from the ward 	A formal concrete intro is given. e.g. <ul style="list-style-type: none"> Written key-information is offered to the student The student meet the mentor(s) at the ward 	An introduction with all information is offered before the start of the placement. e.g. <ul style="list-style-type: none"> The student meets the mentor(s) before internship, written information that is complete and specific for the ward/place of internship
Own examples and indicators				
Conclusions				
Actions for improvement				

Learning possibilities	<p>The student is offered learning possibilities whenever circumstances permit after mentioning his/her learning needs.</p> <p>e.g.</p> <ul style="list-style-type: none"> the use of simple instructions without goal 	<p>The mentor(s) asks the student for his/her learning needs.</p> <p>e.g.</p> <ul style="list-style-type: none"> asking which skills the student wants to learn 	<p>The mentor(s) makes arrangements in advance of the internship, taking notice of the key learning needs as formulated in the educational guidelines.</p> <p>e.g.</p> <ul style="list-style-type: none"> the use of personal educational goals, guidelines 	<p>The working place guarantees a sufficient number and a wide variety of learning opportunities, by creating a learning environment linked to the educational guidelines.</p> <p>e.g.</p> <ul style="list-style-type: none"> program is adapted to the level of competence and interests of individual students
Own examples and indicators				
Conclusions				
Actions for improvement				

Learning culture	<p>Learning at the workplace is an accident and is considered as not important for the work.</p> <p>e.g.</p> <ul style="list-style-type: none"> - no structural plans for personal development or training available - The workplace is not interested in student's opinion about their work <ul style="list-style-type: none"> • There is no guidance from the ward 	<p>Learning at the workplace happens and individual demands for training are allowed.</p> <p>e.g.</p> <ul style="list-style-type: none"> - The workplace wants feedback from student about itself - unstructured, - there is not any system about it 	<p>Learning at the workplace is encouraged and is considered as important for the work when shared within teams of colleagues.</p> <p>e.g.</p> <ul style="list-style-type: none"> - There are structural plans for personal development or training available. - The workplace is interested in what student opinion about it. - They want feedback from students. - The workplace works with this information, but not systematically. 	<p>Learning at the workplace is encouraged and considered as important within this learning organization.</p> <p>e.g.</p> <ul style="list-style-type: none"> - Structural plans for personal development or training are considered as an important instrument of the human resources of the organization. - The workplace wants systematical feedback from students. - Workplace works with information, it is considered as a quality improvement tool. - There are tools for work with feedback, workplace use them systematically. - workplace evaluates information from feedback regularly
Own examples and indicators				
Conclusions				

Actions for improvement				

Facilities	<p>The learning process mostly depends on the interaction between student and mentor(s), with few or no facilities available</p> <p>e.g.</p> <ul style="list-style-type: none"> - Additional resources for more autonomous learning are not or scarcely available. 	<p>Some practical resources are available but mostly fragmented.</p> <p>e.g.</p> <ul style="list-style-type: none"> - General written information is available, - a computer with internet connection, leaflets 	<p>The workplace actively works on facilitating learning processes. Efforts are made to integrate the information in logical structures.</p> <p>e.g.</p> <ul style="list-style-type: none"> - intranet, quality handbook, a study room, computer, internet, paper 	<p>Information regarding the workplace is easily available through integrated information systems. Workplace learning facilities are regularly evaluated (are they targeted? Up to date? Complete) and if necessary, improved.</p> <p>e.g.</p> <ul style="list-style-type: none"> - The learning process is supported by a wide range of resources, like intranet or a quality handbook containing informational documents, reports, procedures, checklists.
Own examples and indicators				
Conclusions				
Actions for improvement				

Mentorship	The mentor and his responsibilities are not specified at the workplace.	The employee is authorized orally to do the role of mentor. Responsibilities of mentor are verbally defined.	<p>The mentor is specified at the workplace. Responsibilities of mentor are described in written. The mentorship is official part of his job.</p> <p>The criteria for selection of mentor are developed and formally introduced at the workplace. (excellent?)</p>	<p>Same as good +</p> <p>The mentor is supported and regularly evaluated by the organization.</p>
Own examples and indicators				
Conclusions				
Actions for improvement				

Assessment of students	There are no formal agreements about assessment.	A limited range of assessment tools are available (observations, log, competence based interviewing, ..). Employees are not trained (enough) in order to use the instruments fully correct	Assessment instruments are available and employees are sufficiently trained to use them correct.	<p>The organization reflects on and evaluates the assessment structure and the assessor (the competencies of the mentor as assessor)</p> <p>A broad range of instruments is available. Instruments are permanently evaluated and improved.</p>
Own examples and indicators				
Conclusions				
Actions for improvement				

Cooperation workplace-school	<p>Cooperation between the school and the workplace is formal by a contract.</p> <p>e.g.</p> <ul style="list-style-type: none"> a signed contract between school and workplace exists 	<p>There is not regular, coincidental, unorganised communication between the workplace and the school.</p>	<p>There is regular, planned and organised communication between the workplace and the school about aspects of internships.</p> <p>e.g.</p> <ul style="list-style-type: none"> Workplace invites tutors to the workplace. Workplace is prepared to allow tutors to come to the workplace and work with student there. 	<p>There is regular communication between the workplace and the school about more aspects than only internships.</p> <p>e.g.</p> <ul style="list-style-type: none"> the workplace organizes seminars for tutors, school and workplace work together on the educational program persons who combine a job in the school and the workplace
Own examples and indicators				
Conclusions				
Actions for improvement				

Managing difficult situations & complaints of student	There are not rules for managing difficult situations and complaints of student. The way of solution depends on actual situation.	There is a person who is authorized to manage difficult situations and complaints of students. Student knows that this person exists and who it is.	There are written rules for managing difficult situations and complaints of students at the workplace. This information is/ These rules are presented to the students.	There are rules how to work with the complaints and how to evaluate corrective actions to improve work at the workplace. The workplace is regularly investigating the perception of the students and anticipating on possible difficult situations.
Own examples and indicators				
Conclusions				
Actions for improvement				