

Guide to APV discussion

Information for those who will lead a discussion with the employed students about their working environment

**Health and safety office, Human Resource Service
November 2021**

This discussion guide aims to support a good discussion with the unit's employed students about their working environment, safety and well-being in connection with their employment at SDU.

The discussion guide will help you organise a confident and inclusive discussion. The discussion guide contains:

1. FAQ about the framework for the APV (Workplace Assessment) discussion
2. Supportive knowledge for the discussion
3. The discussion
 - The tasks of the facilitator
 - Keywords and involving methods
 - Note sheet from APV discussion
4. Suggestion for invitation email to employed students.

FAQ about the framework for the APV (Workplace Assessment) discussion

WHY: Employed students have the right to a workplace assessment that uncovers their working environment and results in a time schedule and action plan that helps to create an overview as well as improvements of their working environment.

WHO: The discussion will take place between the head of the unit or his/her representative and the employed students – either in groups or individually using the discussion guide. The head of the unit can delegate the task of leading the discussion to relevant employees/middle managers with the necessary power to give instructions to the employed student. The discussion will take place in continuation of the questionnaire survey in November with the unit's employed students, regardless of whether they participated in the questionnaire survey or not.

WHEN: If possible, the discussion will take place during the period from 14 December to 26 February in continuation of the questionnaire survey among the employed students.

HOW: The discussion will take place in a confident atmosphere with a high degree of involvement of the employed students. Feel free to use this discussion guide for planning.

WHAT: The discussion will uncover factors in the safety and well-being of the employed students when they are at work, and it will identify possible preventive measures. The discussion can be based on the overall picture of the working environment for SDU's employed students as it appears from the questionnaire survey, but it must be about the specific local conditions. The discussion will be documented in a note sheet that describes the suggestions for points of attention or action that can contribute to improving the working environment conditions that have been discussed.

AFTERWARDS: The unit's health and safety group will assist in coordinating and incorporating initiatives in relation to employed students in the unit's joint time schedule and action plan for the Workplace Assessment (APV) and Well-being Survey.

Supportive knowledge for the discussion

Overall picture from the questionnaire survey of how SDU's employed students experience their working environment

All employed students who have been employed before 9 November 2021 have been invited to answer an anonymous questionnaire survey about their working environment. The results of this survey will be available as from 14 December 2021 on SharePoint.

The cross-sectional results from the questionnaire survey can be included as inspiration for the local discussion about the specific working environment conditions for the employed students in the unit. The results can be found in:

- A comprehensive SDU report that provides an overall picture of how SDU's youngest generation of employees perceive their working environment.
- Work function reports that divide the answers in relation to the employed students who work with teaching, guidance, research support, office and administration, IT and other work, respectively.
- Division tables that divide the answers into male/female, Danish/English, Bachelor/Master and 'wet'/'dry' work.

General knowledge of young people's working environment and scope for action

Young people are particularly exposed to work-related injuries, and they have a long working life ahead of them, which they have to endure without wearing themselves out. Therefore, a special focus is needed from the workplace in helping young people to have a safe and healthy working practice.

The report '[Unges arbejdsmiljø og helbred](#)' ([English: Young people's working environment and health](#))

[Dyreborg J et al., NFA 2018] selects seven working environment factors that provide a broad picture of the areas with the biggest working environment problems for young employed people aged 18-29:

security environment, physical hard work, pain, physical working capacity, influence on work, guidance and instruction and skin problems.

Instruction, training and supervision of young employees

'When young people enter the labour market, they have to do many things for the first time. And that's why it's important that they get help from the beginning to carry out their work without risks to their health and safety, not only for their own sake but also for the sake of their colleagues.'

[The Danish Working Environment Authority](#)

The report points out that good points of attention in relation to young people would be better use of aids, organising the work in a different way or making several shifts between the work tasks. However, preventive measures aimed at the workplace rather than the young people will often be more effective. Here, the report points to the importance of the young people having good role models to copy in their experienced colleagues. Having young employees in your staff requires, in particular, an overview of the instructional needs when employing students, including basic information on good working postures, the organisation of work and working techniques.

The Danish Working Environment Authority recommends following up on the instructions regularly and check if they are followed. You can read more about instructions here:

<https://at.dk/arbejdsmiljoe problemer/unge/unge-mellem-18-og-24-aar/>

The discussion

Employed students often have limited job experience and know only to a limited extent what to expect from the working environment and well-being at work. You are therefore encouraged to organise and lead the discussion in a trusting and activating meeting style that will make it possible for both parties to learn.

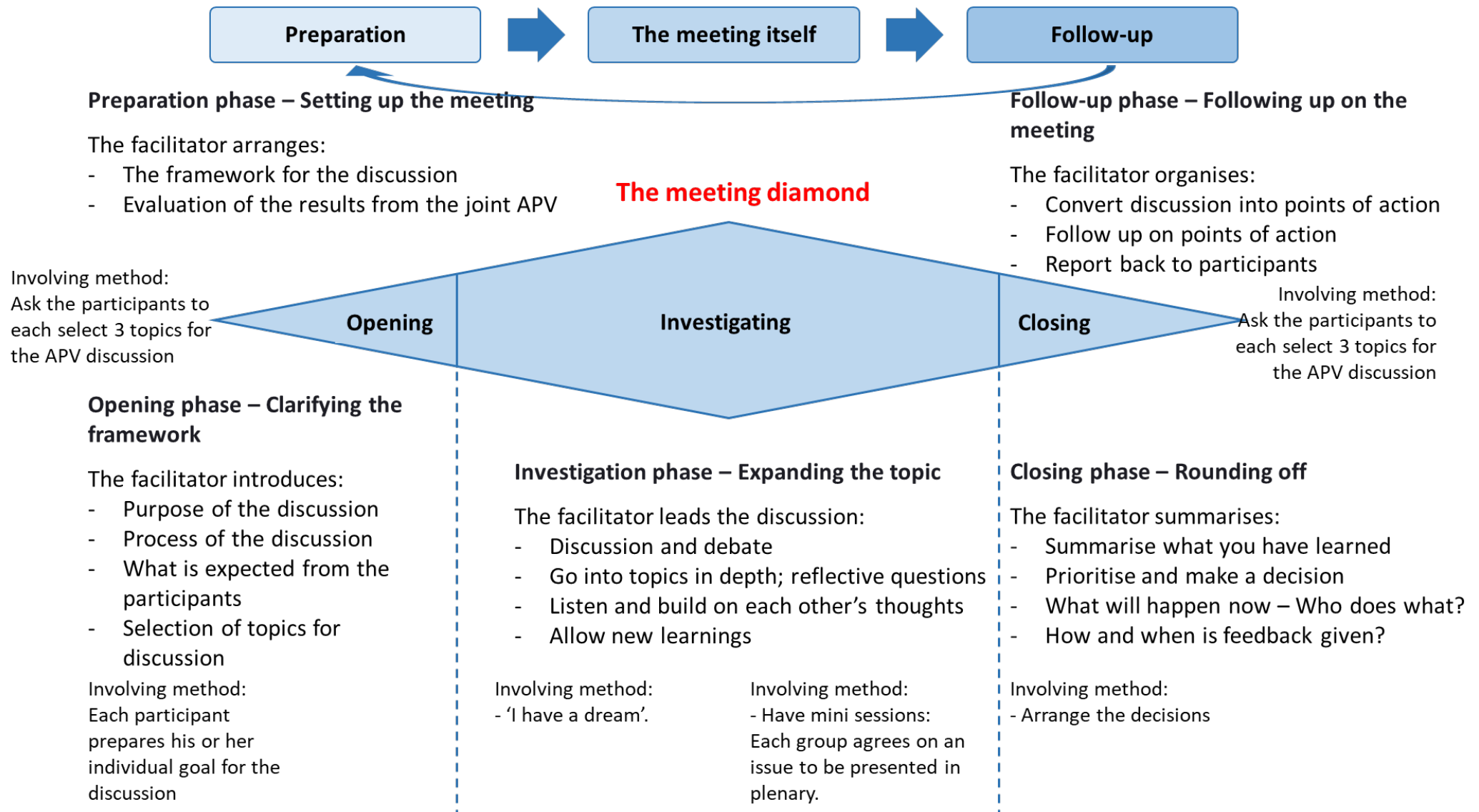
The employed student may find it uncomfortable to have to talk about his or her working environment conditions. When preparing the meeting, you must therefore ensure a transparent process and that the employed student will have a clear understanding of the purpose of the meeting.

On the following pages you will find:

- A discussion overview with an indication of your tasks as facilitator
- Key words for the participants and suggestions for involving methods
- Note sheet for summarising points and for documentation that the discussion has taken place

Finally, you will find a suggestion for an invitation email to employed students to copy and adapt when you send out the invitation.

The discussion – the task of the facilitator



The discussion – key words and involving methods

The phases of the discussion	Keywords for the head of the unit	Keywords for the facilitator	Keywords for the participants	Involving method
Preparing	Organise the discussions: - What do you expect from the discussions? - Which results from the joint APV are relevant to you? - What meeting material is sent to the participants prior to the meeting?	Plan discussion: - Plan the different phases of the discussion (opening, investigating, closing) - Familiarise yourself with the work functions of the employed students - Consider how to involve the employed students in the discussion	What topics would you like to discuss during the discussion?	Ask the participants to each select up to 3 topics for the APV discussion
Opening Introduction and description		Inform about the purpose of the discussion and how it will be carried out in practice	What do you think about participating in a discussion about your working environment and well-being?	Round the table: All participants will have the opportunity to comment on the purpose and own requests for the discussion
Investigating Dialogue and reflection		What do we each see and experience? - Joint dialogue and mutual exchange of understandings - What catches our attention when we hear the perspectives of the others?	How do you experience your well-being and your working environment as an employed student?	Imagine the very best: 'I have a dream'. Or have mini sessions (by threes), where the participants identify issues to be presented in plenary.
Closing Action oriented		What can we conclude and what is the next step? - Summarise, prioritise and make a decision - What is going to happen from here on? - When do the participants get feedback? - Write down conclusions in the follow-up form	What do you find important for us to take with us about your well-being and your working environment?	Arrange the decisions
Follow-up	Discuss the results from the note sheet with the facilitator and the health and safety group: - Convert the discussion into items in the time schedule and action plan for the Workplace Assessment and Well-Being Survey 2021 - Status for participants	What happens now? - How should the messages of the meeting be communicated?	Is there anything I can do myself?	Possibly involve employed students in the follow-up work

The discussion – note sheet from APV discussion

Meeting date:

Participants:

- 1) Preferred language of the employed student(s):
- 2) The primary work function of the employed student(s) (please tick off):
 - Teaching:
 - Guidance:
 - Research support:
 - Office and administration:
 - IT:
 - Other work:
- 3) Do/does the employed student(s) work in full or in part in a laboratory and/or workshop?

Summarise your talk about the issues, the possible causes and the opportunities for improvement of the employed students' working environment. It can be written like this:

Identification		Analysis	Initiatives	Contact information
Topic	How does the problem occur?	What are the possible causes?	What are the opportunities for improvement?	Who can elaborate on the topic?
Job satisfaction				
Work tasks				
Collaboration				
Well-being				
Offensive behaviour				
Physical working environment				
Other				

The note is prepared by:

Invitation to a discussion about your working environment as an employed student

Dear [employed student]

[Unit] would like to invite you to a discussion about your working environment.

Meeting place:

Time of meeting:

Duration:

Invited:

Facilitator:

Purpose of the meeting: To have a discussion about the experiences of the working environment and well-being to be used as part of the overall working environment activities and more specifically as part of the overall APV process.

[Unit] would like to hear your perception of your working environment, which is why I invite you to this discussion.

Meeting agenda

1. Welcome and background
2. Survey of the working environment
3. Conclusion
4. Information about the follow-up process

During the discussion I would like to know the following:

- How do you experience your well-being and your working environment as an employed student?
- Are there topics related to working environment and well-being that you find particularly important to focus on?
- What do you find important for us to take with us about your well-being and your working environment?
- Is there something you would like to contribute in order for our unit to have a good working environment where everyone thrives?

You may consider in advance which topics you think are important for us to talk about in relation to your working environment.

[if you want to use the reports as a starting point, you can use this sentence as a starting point] For the discussion, we may draw inspiration from the results of the cross-sectional questionnaire survey at SDU among the university's employed students who have been employed before 9 November 2021 (if you have been invited to answer the questionnaire survey, you will have access to the reports via this link: [XX](#). Otherwise, I attach the relevant report).

Why carry out a workplace assessment for employed students?

SDU wants to offer attractive jobs to its employees. SDU therefore uses a workplace assessment (APV) as a tool to systematically identify and deal with any working environment problems with follow-up and preventive actions. SDU has decided to carry out 'Workplace Assessment for employed students' in 2 ways:

- 1) By means of an SDU questionnaire survey in November, which will be reported on 14 December on SharePoint
- 2) By means of a dialogue during the period December-February about your specific working environment in the unit where you are employed.

Kind regards,
[Facilitator]