

WorkQual



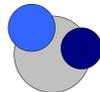
Erasmus + KA2 Strategic Partnership Project 2014 – 2016
WorkQual <http://workqual.vma.is>

Workmentoring within a Quality Management System

Structure for Cooperation Between School and Small and Medium-sized Enterprises (SMEs).

2014-1-IS01-KA202-O00180

VMA - Iceland. IFSAT and Het Idee - Netherlands.
Charlottenlund – Norway. Axxell - Finland.
Jules Rieffel - France. Broadshoulders - England



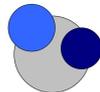
The WorkQual Project



A grant from the Icelandic Erasmus +
National Agency RANNÍS.

The goal is to standardize the processes
and documents used when schools and
providers are planning and following a
student in a workplacement.

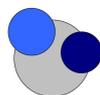
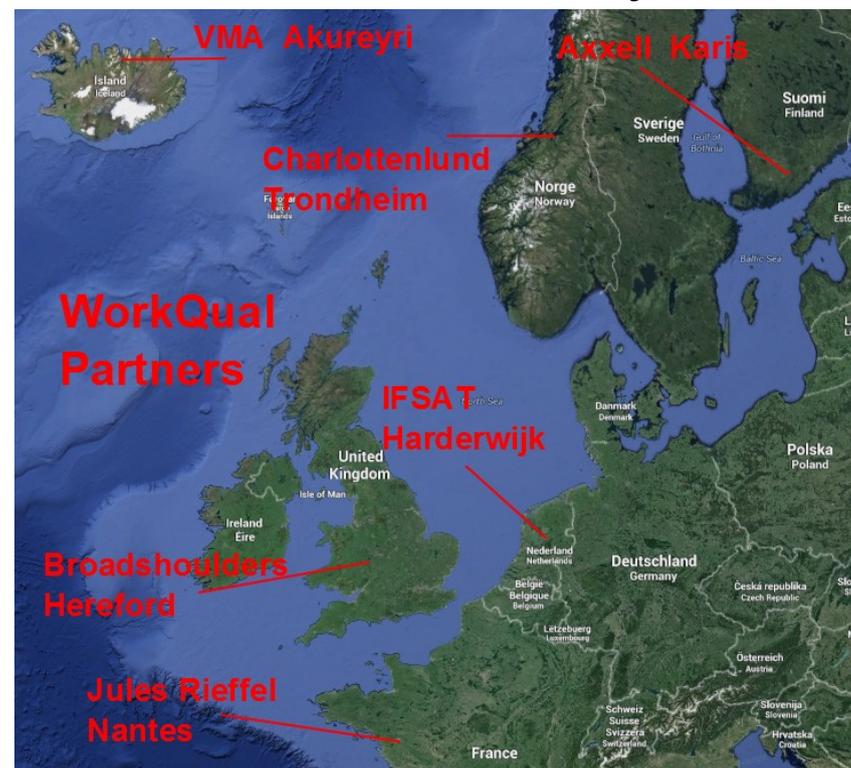
Most countries already have good systems
for this. We think it is necessary to
review these when thinking about
Vocational Education and Training as a
common responsibility of the
school/provider, student and workplace.



Partners



- Four schools and two consultants involved in VET.
- VMA, Akureyri Vocational College, Iceland.
- Charlottenlund Upper Secondary School, Trondheim, Norway.
- Broadshoulders, Hereford, England.
- Axxell, Southwest Finland, vocational college.
- Jules Rieffel, Nantes, France, agricultural college.
- IFSAT - The International Foundation for Sustainable Agriculture Training, Harderwijk, Netherlands.
Working in close cooperation with Het Idee van Harderwijk.



Three party agreement



The basic idea here is that a successful vocational education and workplacement is dependent on three partners being responsible for the workplace education.

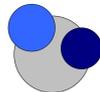
The workplace, the provider / school and the student.

Workplace education in many instances can not only be the matter of student and workplace. The school / provider must also be involved and vice versa.

The industry should be involved in the school curriculum, often it is.

The support for a student in a workplace cannot only come from the school or provider organizing the placement.

The workplace and coworkers must be able to and must have the opportunities to support a beginner in the workplace. This is likely to lead to increased chance of a successful workplacement.



Three consecutive projects:



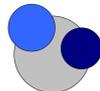
ProVoTrain



POÈTE



WorkMentor



WorkQual



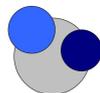
During the former projects the partnership has built the idea that there are common things to be considered and prepared when placing students in workplaces.

It should be possible to identify common procedures for:

- working with a student on his / her interests and aspirations,
- contacting workplaces,
- prep. agreements between student, school and workplace,
- preparing students for a workplacement,
- preparing the workplace, training workmentors,

We already have systems within sectors that tackle:

- following the student in the workplace,
- evaluating the student's competences and portfolio,
- finishing the placement and documenting success.



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Multisectoral approach

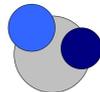


We think we will be able to develop a set of procedures and have these audited as a part of a QMS.

This system should be applicable to different types of study because we will focus on the methods and structure and not the content or types of study.

A school sending assistant nursing students to a hospital ward or a student signing a contract about an apprenticeship period. Both instances need certain issues to be resolved and taken care of. Many of these need to be formal and a set of documents and evaluation sheets need to be available.

Even if many countries already have a system for this there may be a need to review and ask questions about the system.

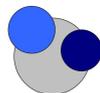


WorkQual phase 1 and 2



First. Inventory of needs. Ask stakeholders what is needed. When placing students which issues need to be resolved? Have feedback from teachers in schools, employers, students on their way to a workplace and students who have finished their workplacement. Companies, social partners, experts in VET. (Meeting in Akureyri November 14th 2014 is one step.) A report on the inventory of needs.

Second. Collect the procedures, documents and other available material within each country. How many of the needed documents and procedures do we have at hand?



WorkQual phase 3 and 4

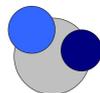


Third. Design and set up a framework for procedures and documents needed and find out what is there and what needs to be developed.

Work within the framework of a quality management system so the materials will be suitable for audit.

Fourth. Have an internal auditor from one of the schools review the materials in a similar way to the normal audit working with someone sending students. Having feedback from the auditor to improve the system. Experts within the partnership will also review the framework.

Also this phase includes review meetings with employers and other stakeholders to test if the system is understandable and fulfills the needs.



WorkQual phase 5



Fifth. Final phase. Publishing the framework and hosting a final conference to have feedback from an audience from other schools and other stakeholders.

Finally the partnership will publish a final version and open it to anyone to view and use. A VET system will never be perfect.

Why is this important? There is a great need for skilled workers in many sectors. In many cases the interest of youngsters is not directed towards good jobs that we need to have people asking for - mismatch.

We believe a transparent framework for vocational education and training is one of the steps towards increased interest for vocational study. If the training is inviting hopefully more students will feel welcome.

