

**Workmentoring within
a quality management system (WorkQual)**
2014-1-ISO01-KA202-000180

Spring 2016

O5 Intellectual output. Report on the review phase of the project.

Review phase

One of the tasks for the partners in this project was to contact stakeholders and ask for their opinion about the manual produced in the project. This was a part of the review phase of the project, the second last phase.

See a Gantt chart for the project.

https://workqual.vma.is/images/0/01/WorkQual_Gantt_Chart_april2014.pdf

In the Gantt chart phase 4 is called Evaluation and review.

First of all it needs to be cleared that this phase is partly a weak point in the implementation of the project. The work done on creating and structuring the manual took so much effort on behalf of the partnership that some partners felt they had done well in the work on the project. Another cause for this is a weak coordination of the project by the project manager.

Stakeholders.

What we call stakeholders in this project is everyone involved. The first partners in VET are students, schools (teachers, administrators, counselors and other staff) and workplaces (employers, workmentors and other staff). These three are the ones we focus on when structuring the manual on workplacements.

Other stakeholders are parents, unions, VET institutions like those in some countries organize the curriculum work, educational authorities and workplaces not directly involved in VET but using the competence of the students after graduation. In general since we think of VET as an important part of society anyone can be considered a stakeholder.

On several occasions partners in the project contacted stakeholders about the project and the manual, getting many kinds of feedback. See a list of these below.

Feedback.

The general consensus from the feedback is that the manual is important in organizing the work needed when sending students to a workplace for training. Information is important, it is vital that all involved know what they are supposed to do and what they need to deliver. Often we got mixed messages because people talked about the framework (which was the project's focus) and the curriculum for the sector (which was not a part of the project). This sent us the message that even if we can publish a manual for all types of workplacements many things are specific for different types of workplacements and different sectors. This part of the feedback was in general positive and we did not get any messages saying that the manual was wrong or does not cover necessary things to do. We therefore draw the conclusion that the manual is helpful and the work has been founded on solid background of the partners in VET. This was the goal of the project and this does not change

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the view that it is possible to publish a general manual on workplacements specially to use when incorporating this work into a quality management systems.

We got negative feedback also from the stakeholders. The main issues here is the scope of the manual. It is too long and detailed. Also that it is doubtful that it is going to be used.

This is something many people commented about in our meetings with stakeholders.

Students felt they needed to have a shorter guide only showing the parts they need to do.

Employers also complained that the manual contained too much bureaucracy and things that only the school needs to think about.

This was also mentioned by representatives from organizations that in some countries (Norway, Iceland) take care of the administration for workplaces, the schools are not involved in this.

Our conclusion from this is that there is need for more work here. The manual is designed the way that it is easy to take out the student part, some of the chapters in the manual can be taken out completely and in other chapters the student part is small. This also applies to employers and workmentors. We did not intend to publish anything else than the general manual covering all the things needed. Dismantling the manual into Student manual, Employer manual etc. is something the people involved in the VET programs need to consider and edit.

The general conclusion for this phase, although we could have done more in contacting stakeholders, is:

The three part cooperation between school, student and workplace is the foundation for any successful training for jobs. Therefore all must be involved and all are responsible.

The school / training provider must be the one taking the overall responsibility for the process shown in the curriculum, most countries have the view that a curriculum for VET is something the society builds and expects official institutions (colleges or other) to follow. The workplaces are not the institutions responsible for the whole process. Workplaces are in general only responsible for the part directly linked to the work. When looking at language, general education on society and the cultural heritage it is the school that is responsible, perhaps in some VET programs this part is very small but still can be important for the function of people at work.

There should be a contact between school and workplace in the planning of a workplacement, following the student and observing in some way how the student fulfills the training goals, and when evaluating the process and assessing the student competence. This can be done in different ways but it is important that the student can contact someone that knows both the work done in school and in the workplace. In most cases this is not the job for the workplace so it should be the school or workplacement provider.

When taking the manual into use and writing the processes from the manual into a quality management environment should focus on the possibility to publish a student part and a workplace

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part of the manual to simplify things for those mentioned above that only need to have a limited overview.

Finally our conclusion from the feedback we got is that it is necessary to pilot the use of the Workplacement manual to be able to state it can be used. We have not seen any indication that it is not usable but it would be very beneficial to have experience with the use of this manual to be able to adapt it to the systems used in different countries.

Below is an overview of the effort from each partner in contacting stakeholders. Some of this is verified with reports and signed attendance sheets published here:

<https://workqual.vma.is/index.php/Products>

Verkmenntaskólinn á Akureyri, Iceland:

- Three meetings with employers about the manual in draft.
- Discussions with many teachers at VMA in different sectors about the manual.
- Hrafnhildur Sigurgeirsdóttir, a teacher at VMA, taking part in the project, was teaching about Quality Management systems for Metalwork students. The student group reviewed two parts of the manual as a part of their study of QMS and made helpful comments.

NTA - Lycée Jules Rieffel, Nantes, France:

- The partner presented the manual on several occasions and got feedback from farmers, teachers and other people involved.

Charlottenlund Upper Secondary School, Norway:

- The manual was introduced to teachers of the school and at the final conference in Trondheim.

Axxell Education, Finland:

- The manual was presented on several occasions, see an overview of dissemination and presentations.

IFSAT foundation/Het Idee, Netherlands:

- The partners discussed the project and the manual with different stakeholders including those considered social stakeholders, for example those involved in working with unemployed people and the conclusion is that a manual of this kind is also valuable in these instances.

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Broudshoulders Ltd, England:

- Was in a bit difficult situation getting response because this partner was the main editor of the manual so very much involved. A positive response from different sectors and getting feedback about that the manual is a bit too complex.

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