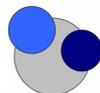


WorkQual - VMA review of manual.



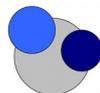
- Philip Broomhead at Broadshoulders in Hereford England compiled the manual from material and suggestions from the first half of the project.
- The WorkQual group at VMA began reviewing the English version, reading through and suggesting very few changes.
- The manual became increasingly usable and concrete when reading it again and again.
- We translated the text into Icelandic and this turned out to be easier and quicker than expected.



WorkQual - VMA disseminating the manual.



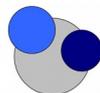
- All the staff at VMA was informed about the manual with an url to the website asking for comments or suggestions. This was repeated and teachers in VET programmes were particularly urged to comment.
- Many stakeholders got a copy of the manual.
- The WorkQual group at VMA hosted meetings with stakeholders about the manual. Before PM4 in Nantes early April 2016 we met with people from three workplaces / institutions in addition to our colleagues at VMA.



WorkQual - VMA comments on the manual.



- A teacher at VMA pointed out the importance of safety training and information on safety in the preparatory materials.
- Sigríður Huld principal of VMA pointed out the importance of reducing the complexity of the manual to those that only need a part of the manual. She has a lot of experience with students in a hospital organizing their training both VET and University students.
- She suggested that we prepare a special version for students and workmentors so they will have a clear view of their tasks.

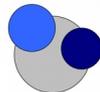


WorkQual - VMA comments on the manual.



The director of an electrical contractor

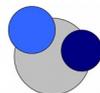
- important to introduce students to the sector and the workplace at an early stage in the study. One day of the week perhaps during the second semester.
- a more detailed list of competences at the beginning of a training period and when training at the workplace.
- important to assess general skills, communication...
- designers of lighting are better if they have practical experience instead of only academic theory.



WorkQual - VMA comments on the manual.



- Staff from **The Directorate of Labour;**
 - an updated thorough register of workplaces is extremely important to better pair students to a workplace and have a continuum from year to year.
 - information for workplaces and make sure everyone understands their role.
 - detailed and standardized contracts for each student.
 - discussion about insurance (somewhat special circumstances in Iceland).

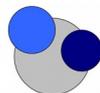


WorkQual - VMA comments on the manual.



Staff from **The Akureyri Home for the Elderly;**

- they have been taking in students both at the beginning of the study and for the final training period.
- in the beginning the students are very inexperienced and perhaps should have introductory experience within their schedule in school.
- the final training period, this should be contracted in more detail and not so much assessment from the workplace. Often the students are working as fully qualified workers and no one can assess them in detail.
- they wanted a plan for workplacements for the whole school year being the biggest workplace in the sector.



WorkQual - VMA comments on the manual.



General comments:

Information from school to workplace is vital in securing a successful workplacement.

Grants for workplaces (financial support) is not secure and reliable. A fixed sum each year prone to political decisions in government finances. This should be a part of the cost of education instead of a separate fund.

Important to use standard contracts, both a general contract between school and workplace (Memorandum of understanding??). Also for each student.

Students nowadays do not have practical experience. We need to give this early in the study.

