

# WorkQual



Erasmus + KA2 Strategic Partnership Project

2014 – 2016 <http://workqual.vma.is>

## WorkQual

**Workmentoring within a Quality Management System**

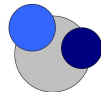
**Structure for Cooperation Between School and  
Small and Medium-sized Enterprises (SMEs).**

2014-1-IS01-KA202-O00180

VMA - Iceland. IFSAT and Het Idee - Netherlands.

Charlottenlund – Norway. Axxell - Finland.

Jules Rieffel - France. Broadshoulders - England



# The WorkQual Project

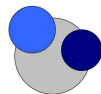


A grant from the Icelandic Erasmus +  
National Agency RANNÍS.

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

<http://workqual.vma.is>

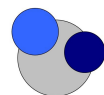
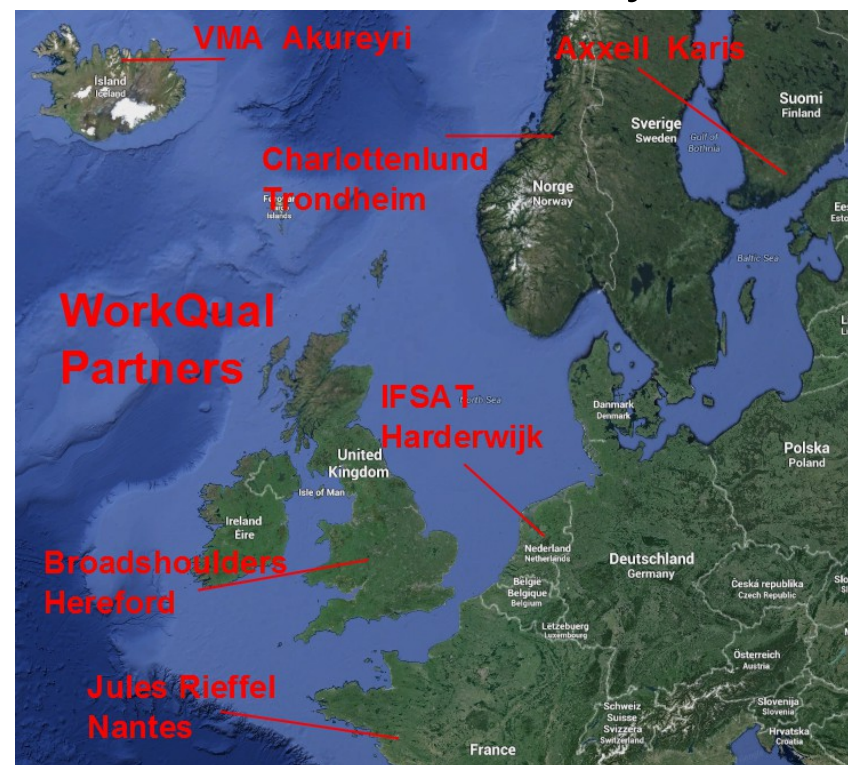
Verkmenntaskólinn á Akureyri. VMA  
Akureyri Vocational College, North Iceland.  
Jóhannes Árnason, project coordinator.  
[jarn@vma.is](mailto:jarn@vma.is)



# 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.



# ProVoTrain

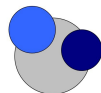


This partnership has worked together in a succession of three projects. Not all the same partners but a core of the partners.

**ProVoTrain.** Progress in Vocational Training for Rural Development. Initiated in 2004 by the Vocational Education Centre of The Ministry of Education of Latvia.

The Purpose of this project was to develop a common Portfolio of Evidence (PoE) for vocational education assessment.

Portfolio of Evidence - a tool for assessment of students' achievements (experience) gathered in the workplace, either as a contracted worker or as a trainee. In the PoE the student must provide evidence of his/her competence or experience during a workplacement.



# POETE



POETE - Portfolio of Evidence to Europe. 2008 - 2010

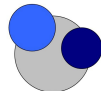
Building on ProVoTrain.

Coordinated by CFPIMM. The Vocational Training Centre of Wood and Furniture Industries, in Portugal.

This project transferred the ideas and methods of the Portfolio of Evidence to new countries and new sectors.

This work focused on the student in the workplace and how to evaluate the competence of the student.

The manual and worksheets from the original PoE was translated into many languages and piloted with groups of students in different studies and different circumstances.



# Workmentor

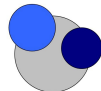


Mentoring in the workplace for VET. 2011 - 2013

The main objective of the project was to transfer mentoring methods into the relationship between a member of staff and a student in a workplace. <http://workmentor.vma.is>

The employee / workmentor is guiding the student, giving the student a more secure beginning in the workplace but at the same time the mentor will work with the student towards the goal of becoming a fully functional member of staff and a qualified worker.

The project selected materials to use in a manual for hosting a workshop for Workmentors. The partners piloted the workshop and translated the manual to be ready to use in all partner countries.



# Piloting in VMA



Erasmus+



# Three party agreement



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

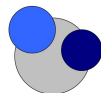
**The workplace, the provider / school and the student.**

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

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

The workplace and coworkers must be able to and must have the opportunities to support a beginner in the workplace.

We feel that by discussing, developing and testing the Workmentor workshop we are close to involving all three partners in the VET.





# WorkQual



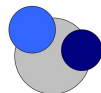
During the former projects the partnership has built the idea that there are common things to be considered and prepared when placing students in workplaces.

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.



# WorkQual meetings



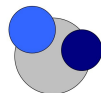
PM1 Akureyri, Iceland, November 13th - 14th 2014

PM2 Hereford, England, March 19 - 20 2015

PM3 Harderwijk, Netherlands Sept 24 - 25 2015

PM4 Nantes France Thu – Fri April 7 - 8 2016

PM5 Final Conference Trondheim, Norway suggestion  
Thursday - Friday 12 - 13 September 2016



# WorkQual tasks



The normal administration and reporting.

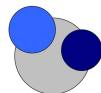
Each partner will contact workplaces and stakeholders involved in training to get feedback from these about which aspects the standard system will have to cover.

Each partner will collect the documents and processes in use in their own educational system.

Identify common worries, processes and documents needed, preparing a common system.

Reviewing the system locally with stakeholders, also checking the system within each partner's quality management system.

Adjusting the procedures and publishing in each country.



# WorkQual

## Multisectoral approach

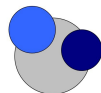


We think we will be able to develop a set of procedures and have these audited as a part of a QMS.

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 making a contract about an internship 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



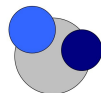
First. Inventory of needs. Ask stakeholders what is needed. When placing students which issues need to be resolved?

Have feedback from teachers in schools, employers, students on their way to a workplace and students who have finished their workplacement.

A report on the inventory of needs.

Second. Collect the procedures, documents and other available material from different studies and different countries and compare to the inventory of needs.

How many of the needed documents and procedures do we have at hand?



# WorkQual phase 3 and 4

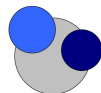


Third. Design and set up a framework for procedures and documents needed and find out what is there and what needs to be developed.

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 to test if the system is understandable and fulfills the needs.



# WorkQual phase 5

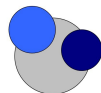


Fifth. Final phase. Publishing the framework and hosting a final conference to have feedback from an audience from other schools and other stakeholders.

Finally the partnership will publish a final version and open it to anyone to view and use.

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 ask 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.



Best regards, please contact us.  
<http://workqual.vma.is>



Participants in  
Partner Meeting 1, Akureyri,  
Iceland, November 2014:

Upper row from left:

Ari Hallgrímsson,  
Torkild Svorkmo-Lundberg,  
Anne Sophie Hunstad,  
Maarten Reckman,  
Ellen de Vries Feyens,  
Bas Timmers,  
Philip Broomhead.



Lower row from left:

Harriet Jönsson,  
Tanja Halttunen,  
Hrafnhildur Sigurgeirsdóttir,  
Jóhannes Árnason,  
Mireille Rioual,  
Nicholas Bizeul.

