

WorkQual Inventory of needs in VMA

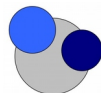


VMA hosted Partner Meeting 1 in November 2014.

The second day of the meeting a few guests shared their view of workplace training.

Careful preparation and cooperation with workplaces were the key messages to the project when thinking about the organization of workplacments.

Both local speakers and from abroad said it was very important to use a system and use clear and straightforward documents when organizing and implementing student workplacements.



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Erasmus+

Survey in Icelandic on Google forms, very similar to the one Philip prepared to ask workplaces their opinion on what was important to take into account when organizing workplacements. We sent the link for the survey to workplaces VMA is in contact with. 70–100 pl.

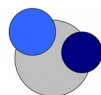
Health care institutions, hospitals and homes for the elderly (involved in training assistant nurses). 15 places.

Catering and food related companies (involved in introductory workplacement for students in catering dept. And they take apprentices on a contract). 20 places.

Electricity companies (involved in introductory workplacement for students in electricity). 15 places.

Metalwork companies (they take apprentices). 10 places.

Other schools (all staff in VMA) and providers, unions etc. 15 places.



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We got 33 answers to the survey.

Health care (one kindergarten) 11 responses.

Electricity and metalwork 10 responses.

Food service 7 responses.

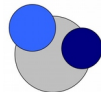
Education etc. 4 responses.

They were asked to grade how important different items are for a system of workplacements. Different opinions between workplaces and between sectors.

See sheet with results. PDF on website.

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http://workqual.vma.is/images/2/2e/VMA_survey_results_feb_2015_numbers_english_by_categofwpl.pdf



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Almost total agreement on **important items**:

Information to workplaces before placement.

Detailed contract with workplace.

Assess the student's competence to do work before placement and administer more training if needed.

Meeting with student, teacher and people from workplace before placement.

The industry might have a representative working with the school.

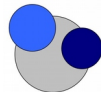
Appointing a workmentor to each student.

Train workmentor and/or employers.

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Almost total agreement on **not important items**:

Involving parents / guardians (need to do for under 18).
Available information about next of kin. (We think this is needed).

Training for administrators / foremen from workplaces.

Frequent meetings (weekly) are not at all important.

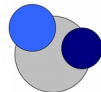
Monthly meetings with employer / workmentor, teacher and student are not very important.

Other items: importance is dependent on type of workplacement.

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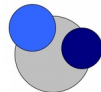
First ideas on a system - four involved parties:

School/provider Workplace Student Teacher/assessor

School takes care of the framework: Database on Workplaces, Contract between school and workplace, All documents needed, Workshops needed.

Workplace must: Be willing to be involved, Have qualified professionals, Take part in workshops for workmentors, Be prepared to support student, do paperwork needed.

Teacher must: Know circumstances in workplace, Know student and his/her character, Provide clear information and assist in finishing paperwork, Keep contact with student and workplace, Update workplace database.



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Quality management system on workplacements.

While detailing processes and documents, checklists, assessment sheets etc. We must remember the most important things.

The student must feel secure and encouraged. The goal is to train skills and gain competence in work. For introductory workplacements the student must feel involved with what goes on in the workplace.

The workplace must be able to use the opportunity to check if this student may become future staff.

Still the system must be thorough, clear and auditable.

