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# WorkQual



A quality management system for structured  
Work Placements in Vocational Education.

Identification of a structure for cooperation  
between school, college or training providers  
with small and medium-sized Enterprises  
(SMEs)

2014-1-IS01-KA202-O00180



Erasmus+

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## DEDICATION

This project is dedicated to Bas Timmers of the International Federation for Sustainable Agriculture Training who sadly passed away in December 2016. Bas was the founding father of our project partnership and instrumental in securing successful bid proposals that led to the success of this project.

Bas Timmers legacy revolves around the three party agreement in work based training between employer, student and college, developing tools to promote vocational education and training. These include:

- ProVoTrain (2005-2007) LV/05/B/F/PP – 172.007; A description and a manual for a learner producing a work based Portfolio of Evidence.
- POÈTE (2008-2010), Pilot project n° 2008-1-PT1-LEO05-00408; Portfolio Of Evidence To Europe, concentrating on teachers, trainers and assessors and their role in the three party agreement
- WorkMentor (2011- 2013) Project n° 2011-1-IS1-LEO05-01263; focusing on the third party, the mentors and supervisors of the learner in the workplace.

This body of work is a testimony to the dedication and vision that Bas Timmers shared with us all and the spirit of collaboration and bonhomie that Bas brought to our meetings, our projects and our friendships.

## INTRODUCTION

The purpose of this project is to develop a system of quality processes to use with work placements that can be incorporated into the quality management systems of vocational colleges or other training providers working with employers to embed a period of work experience or placement.

The project partnership consists of four colleges and two consultants: VMA in Akureyri, Iceland; Charlottenlund in Trondheim, Norway; Axxell in Finland, are comprehensive vocational colleges offering many types of vocational study. Jules Rieffel is an agricultural college in France working with small workplaces in agriculture. The consultants, IFSAT in the Netherlands and Broadshoulders in England, are experienced in agricultural education and have been involved in developing many different things in vocational education, particularly the role of workplaces.

The WorkQual project is designed to identify the responsibilities of different stakeholders throughout the journey to a successful work placement.

The final major output will be a system integrated into each country's system and rooted in a general European system.

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## QUALITY MANAGEMENT

The purpose of the Quality Management System for work placements is to:

- Ensure consistency of delivery
- Increase the satisfaction of learners/ employers and teachers
- Ensure better retention of learners
- Improve success rates of learners
- Improve motivation and collaboration between all parties
- Reduce problems encountered during a placement

Whilst recognizing that each country will have slight variations on their approach to setting up and monitoring work placements, this project will highlight key aspects of a quality management system such that it can be applied to different country scenarios. The guidelines enclosed should be put into each partners corporate quality processes.

## MEASURING QUALITY

In establishing a Quality Management System, it is important to clearly identify the expectations of the process but also to define the indicators of success for each process.

Key Performance Indicators will be set by each partner institution and form part of the institutions target setting and benchmarking of success. Key Performance Indicators could include targets for:

- Success Rates
- Retention Rates
- Progression to employment
- Learner/ employer and teacher satisfaction rates
- Work Experience completion rates

This manual seeks to set the key processes but does not identify Key Performance Indicators as these are particular to the individual School, College or Training Provider.

This document was compiled by the project partnership and edited by Philip Broomhead and Bas Timmers.

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## WHAT MAKES A SUCCESSFUL WORK PLACEMENT

In the course of the Project Meetings, the project group identified the following stages as being important to making a successful placement:

1. Informing all stakeholders
  - Learner/ Employer briefings
  - Staff Training
  - Learner/ Employer Guides
2. Selecting appropriate work placements
  - Employer Register
  - Employer interviews
  - Employer Health & Safety checks
3. Preparing the learner for Work Placement
  - Applications to work placements
  - Employability skills training
  - Employer Interview
4. Preparing the Employer for Work Placement
  - Identification of expectations
  - Awareness of Learner qualification
  - Contractual arrangements
  - Reporting and monitoring procedures
5. Support during the Work Placement
  - Work records, logs and assignments
  - Mentoring at Work
  - Assessment
  - Communication
  - Review and monitoring during Work Placement
6. Post Work Placement Review
  - Learner Presentations
  - Self Evaluation
  - Employer Evaluation
  - Selection of Case Studies
  - Celebrating Success
  - Using Employers as Ambassadors

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## WHO ARE THE STAKEHOLDERS?

In developing the processes for successful work placements, it is clear that different people will need to be involved. Whilst the learner is central to the relationship, the number of people from the employer and the college may vary according to the size of the employer, college or training provider.

For an Employer, the person or persons involved could include:

- Work Placement Mentor
- Supervisor
- Co-Worker
- Team Leader
- Section Manager
- Owner

For a College, School or Training Provider, the person or persons involved could include:

- Teacher/ Trainer
- Work Placement Coordinator/ Mentor
- Head of Department
- Administrator

Other stakeholders could include (the list is not exhaustive):

- Parents/ Guardians
  - Job Centre
  - Social Workers
  - Sponsors
  - Accreditation Bodies
-

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## PRESENTING THE MANUAL

In putting together the Manual of procedures, we will include for each stage:

1. Written process of what needs to be done
2. A Flow chart to highlight activity
3. A checklist of activities to be used for auditing purposes

For the purposes of this manual, we have taken a view that there are 3 parties in the relationship although there may be variations on this according to the country and nature of the organizations involved:

- Learner
- Employer/ Owner/ Senior Manager
  - Work Mentor/ Supervisor/ Coworker
- VET Provider
  - Placement Coordinator/ Teacher/ Trainer
  - Administrative Centre/ Department Head

This manual does not cover the specific assignments, diaries and other aspects of the planned workplace training in a certain line of study. This should be planned and implemented in accordance to the curriculum used.

## DEFINITION OF TERMS

- Learner** Is used to define a student in a college, an apprentice in employment or someone on a period of work experience as part of a training programme.
- Employer** Used to define a representative of the work place which may include: the owner; a supervisor or department head who has responsibility for appointing the learner during the period of work experience. This term may be differentiated from the work place Mentor who is someone appointed to oversee the learner during the period of work experience but may not have direct responsibility for hiring and firing learners.
- VET Provider** Relates to the institution or company delivering the education and training of the learner. This could be a college, school, charity or private training provider. Representatives from these institutions may include: administration; coordinators; or teachers responsible for organizing the placement and liaising with employers to ensure a successful placement.

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## PROCESS 1: INFORMING ALL STAKEHOLDERS

### Purpose

To identify the process by which all stakeholders are aware of the contribution and benefits of work placement along with the implications of what is involved to ensure a work placement is effective.

Stakeholders include:

VET Provider, the staff that needs to be informed  
Parents/ guardians  
Employers/ mentors  
Learner Support agencies (job centre, social care)

### Procedure

1. All marketing material should explain the benefits of work experience for employers and learners as an integral part of a vocational learning programme. All materials must clearly identify the expectations of work placements.
2. It should demonstrate the relationship between the provider, employer and learner as a three part agreement and relationship.
3. It should demonstrate the relationship between on-the-job and off-the-job learning as part of a continuous curriculum.
4. It should demonstrate how the assessment in the workplace can be used to form part of the overall assessment strategy for the qualification.
5. All information should demonstrate the career paths available to learners once they have completed their qualifications.
6. Open days should be organized to involve employers to promote the work based learning opportunities.



## PROCESS 1 CHECKLIST

Process: Informing all stakeholders		
Audit Requirements	Completed Y/N	Comments
Marketing material for learners explains the benefits, responsibilities and expectations of work experience		
Marketing material for employers identifies the benefits, responsibilities and expectations of work experience		
The relationship between learner, employer and training provider are clearly explained.		
The curriculum for work experience is linked to the off-the-job curriculum		
The format of assessment in the work place is clearly explained		
How work experience assessment contributes to the overall qualification is explained.		
Career paths following work experience is clearly identified.		
Open days are organized to promote employers and work experience.		
Learner Awareness sessions are organised		

Completed by:

Name:		Date:	
Signature:		Date:	

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## PROCESS 2: SELECTING APPROPRIATE WORK PLACEMENTS

### Purpose

To identify the process by which employers are selected and checked to ensure that they can provide a worthwhile, safe and effective work placement.

### Note

Many VET Providers have had learners in work placements before maintaining a register of workplaces. It is important to update information about the workplace including: curricula; regulations and other matters on a regular basis.

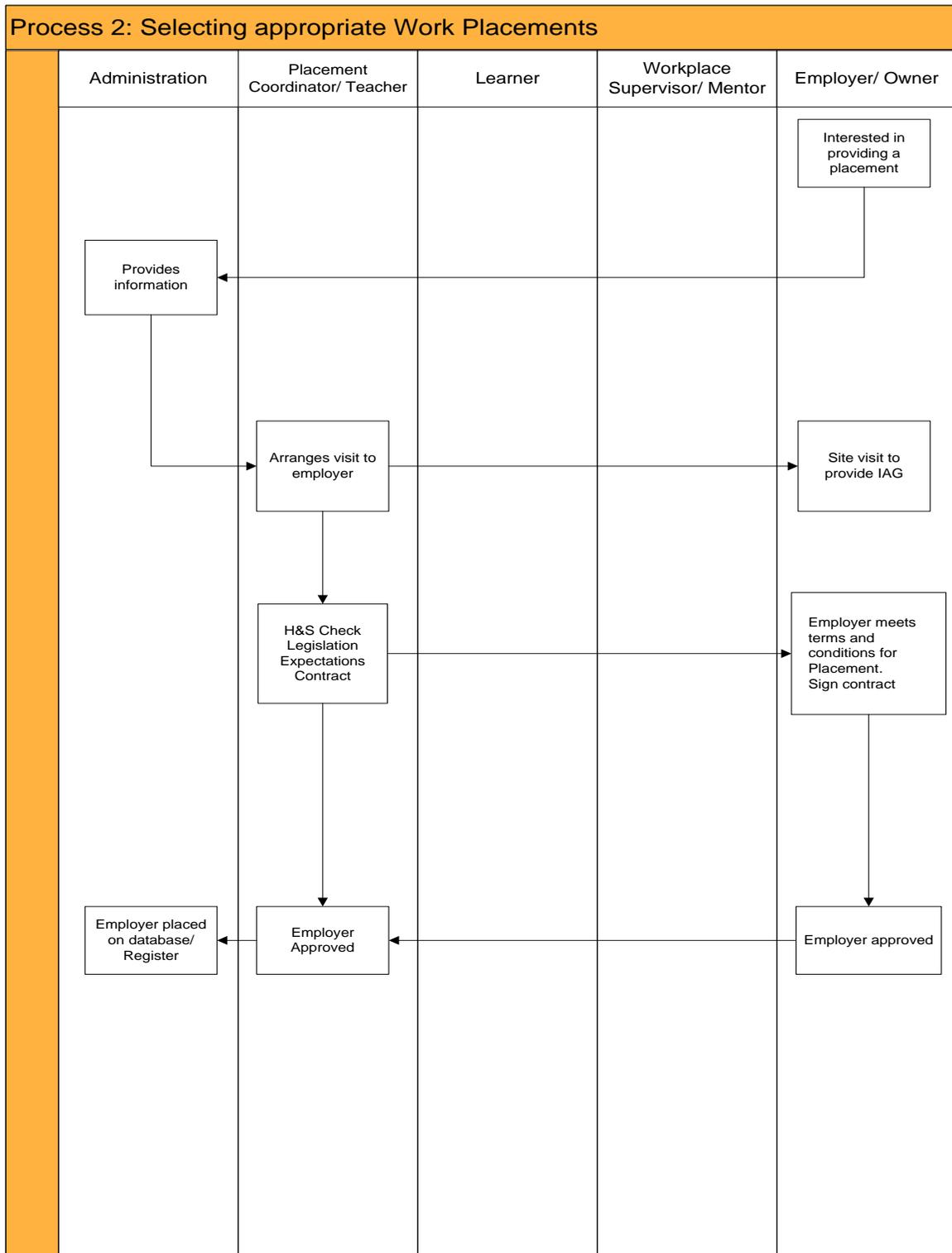
When finding new work placements, the following procedure is recommended

### Procedure

1. Work placements can be identified by different routes:
  - a. The employer approaching the school, college or provider
  - b. The College, school or provider approaching a specific employer
  - c. The learner identifying a specific employer
  - d. Recommendation from an existing employer or similar stakeholder.
2. When an employer has shown interest in becoming a work placement provider, a representative from the school, college or training provider will arrange an appropriate method of communication including a visit.
3. Following the discussion with the employer, a representative from the school, college or provider will arrange to carry out a visit to the employer. The purpose of this visit is to meet the employer directly and ensure that the work place is appropriate to the learner's needs
  - a. What it means to provide work experience
  - b. What the legal implications are
  - c. How the work placement is administered
  - d. How the work placement is monitored
  - e. How the work placement is assessed
  - f. What the expectations are of the learner
  - g. That the work place has Health and Safety procedures in place
  - h. Identify any pieces of equipment, areas or procedures which the learner is prohibited from using or accessing
  - i. Confirm the range of activities and tasks the learner will be doing
  - j. Confirm necessary insurance and legal requirements are in place
  - k. Agree an employer contract or work place agreement.

- 
4. Following this meeting, the Employer will be asked to complete a contract or agreement to confirm their obligations and expectations of the work placement.
  5. A successful employer application and validation will be placed on an employer database as a register of eligible work placements.

## PROCESS 2 FLOWCHART



## PROCESS 2 CHECKLIST

Process: Selecting appropriate work placements		
Audit Requirements	Completed Y/N	Comments
Work placements are identified from different routes		
Enquiries from employers regarding work placements are responded to appropriately.		
<p>A Provider representative should explain:</p> <ul style="list-style-type: none"> <li>a. What it means to provide work experience</li> <li>b. What the legal implications are</li> <li>c. How the work placement is administered</li> <li>d. How the work placement is monitored</li> <li>e. How the work placement is assessed</li> <li>f. What the expectations are of the learner</li> </ul>		
If appropriate, a visit to the employer is organized by the College, School or Provider		
<p>On visiting the employer, the following are checked:</p> <ul style="list-style-type: none"> <li>g. That the work place has Health and Safety procedures in place</li> <li>h. Identify any pieces of equipment, areas or procedures which the learner is prohibited from using or accessing</li> <li>i. Confirm the range of activities and tasks the learner will be doing</li> <li>j. Confirm necessary insurance and legal requirements are in place</li> <li>k. Agree an employer contract or work place agreement.</li> </ul>		
If the employer meets the terms and conditions for a placement, a Learning Agreement/ Contract is signed by the Employer and the College/ School/ Training Provider.		
The Employer is placed on a Register of Employers and notified.		

Completed by:

Name:		Date:	
Signature:		Date:	

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## PROCESS 3: PREPARING THE LEARNER FOR WORK PLACEMENT

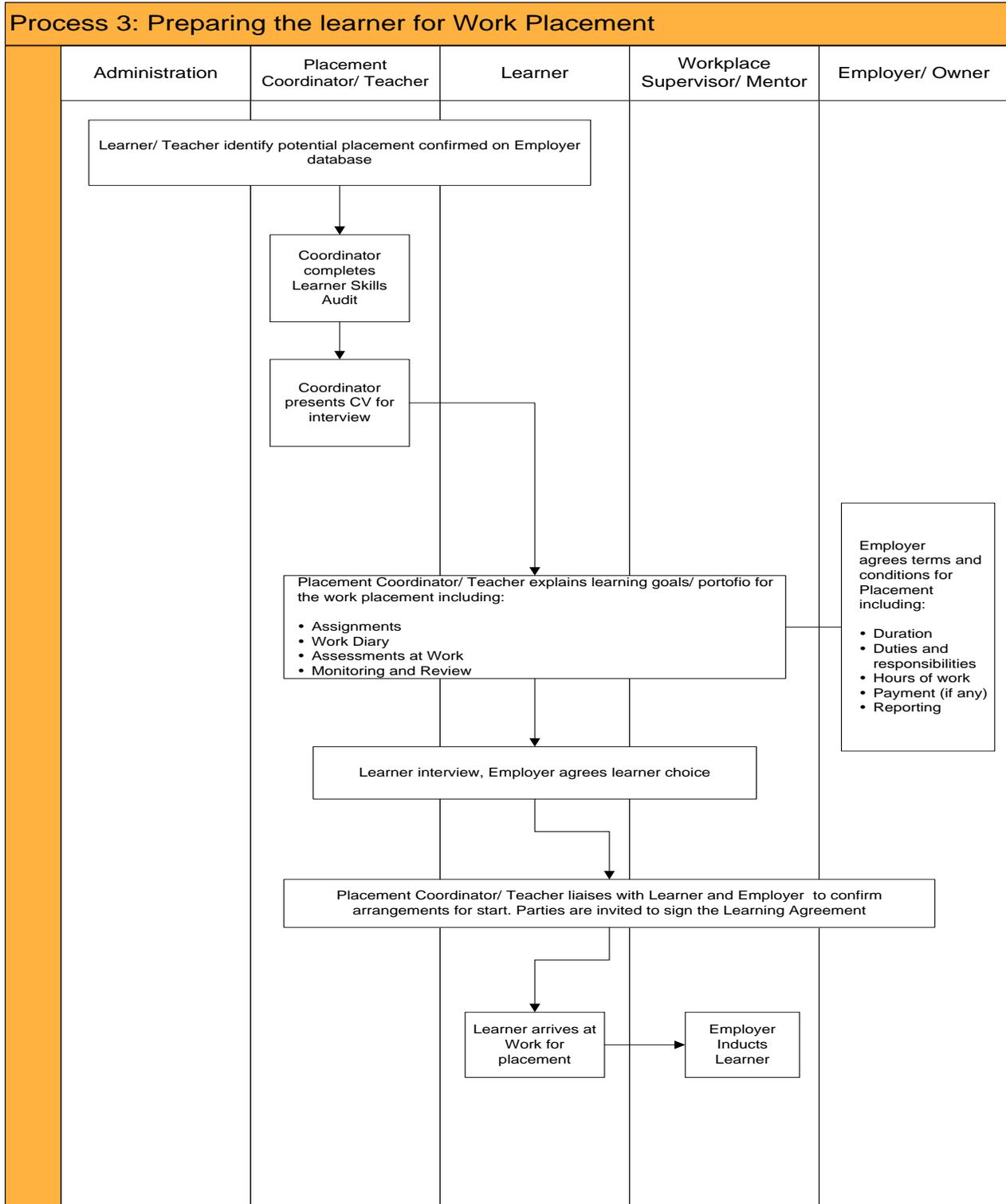
### Purpose

To identify the process by which learners are prepared for a work placement so that they are fully aware of their expectations and how to conduct themselves to achieve a successful placement.

### Procedure

1. Within the curriculum, the teacher should include sessions on employability skills including:
  - a. Compilation of a Curriculum Vitae
  - b. Interview techniques
  - c. Rights and Responsibilities at work
  - d. Behaviour at work
  - e. Health & Safety at Work
  - f. Cultural differences if travelling abroad (where appropriate)
  - g. Searching for placements
  - h. Agreeing the curriculum goals
2. Prior to a learner taking up a work placement, they should complete a skills audit to ensure that their skills profile is matched with the prospective employer.
3. A profile of the learner's ideal placement is compiled based upon: learners preferred choice; skills audit; level of experience; learner's work ethic/ values; geographical situation; appropriate employer placement from the Employer Register; any special needs of the learner or employer
4. The learner's skills profile is matched against employers on the Employer database. This is maintained by the by the Placement Coordinator/ Teacher
5. The teacher explains the learning goals for the work placement including a portfolio of: assignments to be completed; completion of a work diary; and/ or assessments to be undertaken in the workplace.
6. The Placement Coordinator/ teacher liaises with the Learner/ Employer to confirm the Start/ End dates of the placement, duties and responsibilities; hours of work and induction process.

## PROCESS 3 FLOWCHART



## PROCESS 3 CHECKLIST

Process: Preparing the learner for work placement		
Audit Requirements	Completed Y/N	Comments
Learner receives training on: <ul style="list-style-type: none"> <li>a. Compilation of a Curriculum Vitae</li> <li>b. Interview techniques</li> <li>c. Rights and Responsibilities at work</li> <li>d. Behaviour at work</li> <li>e. Health &amp; Safety at Work</li> <li>f. Cultural differences if travelling abroad (where appropriate)</li> <li>g. Searching for placements</li> <li>h. Agreeing the curriculum goals</li> </ul>		
A skills audit is carried out on the learner to identify strengths and weaknesses		
Learner's ideal placement is compiled based upon: learners preferred choice; skills audit; level of experience; learner's work ethic/ values; geographical situation; appropriate employer placement from the Employer Register; any special needs of the learner or employer		
Learner CV and details are sent to appropriate Employers for selection		
Employer agrees the learner choice		
Teacher explains learning goals for the placement		
College/ School/ Work Provider confirms the start arrangements including: <ul style="list-style-type: none"> <li>Start/ End Date</li> <li>Duties and Responsibilities</li> <li>Hours of work</li> <li>Induction process</li> </ul>		

Completed by:

Name:		Date:	
Signature:		Date:	

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## PROCESS 4: PREPARING EMPLOYERS FOR WORK PLACEMENT

### Purpose

To identify the process by which all stakeholders are aware of the contribution and benefits of work placement along with the implications of what is involved to ensure a work placement is effective.

### Procedure

1. All eligible employers' details are kept on the employer database.
2. The school, college or training provider will maintain regular contact with prospective employers through updates and/or newsletters.
3. Once a learner has identified their options for work placement and a skills profile has been compiled, the Placement Coordinator will identify potential matches.
4. The Placement Coordinator/ Teacher will liaise with the employer to send details of the potential learner including the presentation of learner's strengths and possibly CV. This may also be carried out by the learner direct to the employer
5. The Employer agrees the terms and conditions for the placement, including: Duration; duties and responsibilities; hours of work; payment (if any); reporting arrangements.
6. The Placement Coordinator/ Teacher arranges for the learner to meet the employer and present themselves for interview. Whilst this is preferable being face to face, it is also possible to conduct the interview over the phone or via skype where circumstances make it difficult (such as distance).
7. Following the interview, the Placement Coordinator/ Teacher gathers feedback from the Employer who decides whether to take on the learner.
8. If the Employer is happy to take on the learner, start dates are agreed and both parties informed.
9. A member of the Employer's staff responsible for the learner may be required to attend Mentor training to ensure the learner is supported by a trained person in the workplace.
10. The Placement Coordinator/ Teacher confirm the induction programme for the learner with the employer.



## PROCESS 4 CHECKLIST

Process: Preparing employers for work placement		
Audit Requirements	Completed Y/N	Comments
Employer details are up to date on the Employer database		
Placement Coordinator/ Teacher liaises with the Employer over potential placements		
Learning goals for the work placement have been explained to the employer		
Employer has interviewed the learner		
Feedback from interview is given to the learner		
A placement is agreed between Learner and Employer, terms and conditions are explained.		
Work place supervisor has attended a mentoring course		
Induction programme is agreed with the learner and employer		

Completed by:

Name:		Date:	
Signature:		Date:	

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## PROCESS 5: SUPPORT DURING WORK PLACEMENT

### Purpose

To identify the different stages in the work placement and how effective monitoring and support is given to ensure a successful placement.

This process is broken down into three phases: Start of the Placement; On-going; and the end of the placement.

### Procedure

1. The learner should turn up on his/ her first day prepared for work and undergo a workplace Induction including:
  - a. Introduction to the workplace and work colleagues
  - b. Introduction to line manager and/or mentor
  - c. Explanation of rules; health & Safety; normal working hours/ conditions.
  - d. Introduction to working practices
  - e. Confirms contractual arrangements with employer
2. It is expected that the Placement Coordinator/ Teacher make contact with the learner and the employer at the end of the first week to ensure that everything has gone well and confirm that the learner has settled in.
3. The learner will be expected to keep a diary of activities following Induction to demonstrate the range of tasks completed and what the learner has learned.
4. The Placement Coordinator/ Teacher should arrange to make a visit to the workplace and ensure that the learner and employer are all aware of the date and time. Where learners are too far away, this should be conducted over the phone or skype.
5. The Mentor should arrange with the learner to have regular meetings away from the work station to provide feedback and monitor progress. The Mentor should also be aware of the learner's assessment programme and support the learner to complete any necessary assignments or projects and, where appropriate, assess the learner
6. Should the Mentor identify any problems, they should contact the Placement Coordinator/ Teacher as soon as they are able to resolve any issues.
7. At the end of the placement, the Placement Coordinator will ensure that all assessments are completed and liaise with the employer to confirm assessment decisions.

## PROCESS 5 FLOWCHART



## PROCESS 5 CHECKLIST

Process: Support during work placement		
Audit Requirements	Completed Y/N	Comments
Workplace induction includes: <ul style="list-style-type: none"> <li>a. Introduction to the workplace and work colleagues</li> <li>b. Introduction to line manager and/or mentor</li> <li>c. Explanation of rules; health &amp; Safety; normal working hours/ conditions.</li> <li>d. Introduction to working practices</li> <li>e. Confirms contractual arrangements with employer</li> </ul>		
Placement Coordinator/ Teacher contacts employer and learner at the end of the first week		
The learner maintains a workplace diary during Induction		
A visit/ visits are arranged to monitor the learners progress		
Regular contact is made with the employer/ mentor		
Any issues are dealt with promptly and effectively		
At the end of the placement, all assessments are completed		

Completed by:

Name:		Date:	
Signature:		Date:	

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## PROCESS 6: POST WORK PLACEMENT REVIEW

### Purpose

To identify the process by which a work placement is reviewed by learner, employer and provider to consider the lessons learned and make recommendations for future placements.

At the end of a placement, there should be the opportunity to share knowledge, skills and the contribution of the employer and learner to build up a base of case studies and employer ambassadors to promote work experience to a wider network (such as prospective employers, parents etc)

### Procedure

1. Upon return from a work placement, the learner must submit all work based assessments and complete an evaluation of their work experience.
2. Employers are also encouraged to give feedback of the placement, the effectiveness of the learner and support given by the VET Provider.
3. In some vocational qualifications, learners are encouraged to give a presentation of their findings and in some cases may invite the employer in to listen to their presentation.
4. The Placement Coordinator/ Teacher should be encouraged to celebrate the learner's achievements and recognise any case studies of excellence for future marketing and awareness raising.
5. Feedback from evaluations of the work place should be directed back to the Employer Database for updating of employer details. It should also be fed back to the employer.
6. Lessons learned, comments, suggestions and ideas from mentor, learner, teacher and employer should be forwarded by the coordinator to relevant administrators in school and eventually through an improvement process.

## PROCESS 6 FLOWCHART





## PROCESS 6 CHECKLIST

Process: Post work placement review		
Audit Requirements	Completed Y/N	Comments
Learner completes work placement		
Coordinator sends evaluation form to employer		
Learner submits work place assessments		
Learner completes self evaluation		
Employer completes evaluation		
Placement Coordinator/ Teacher completes evaluation		
Learner gives a workplace presentation		
Mentor is invited to learner presentations		
Learner achievement is celebrated		
Results of the evaluation are fed back to concerned parties		
Employer database is updated		

Completed by:

Name:		Date:	
Signature:		Date:	

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## AUDITING THE PROCESSES

Each Institution will have their own audit processes and auditing team to ensure that quality procedures are in place and consistently followed by all staff.

The purpose of following an auditing regime is to:

- Ensure that systems for quality and procedures are adequate to meet the changing needs of the stakeholders.
- Ensure personnel are operating in accordance with the identified procedures.
- Receive feedback from all stakeholders to ensure that systems are fit for purpose
- Identify and amend areas for continuous quality improvement
- Identify opportunities for staff development and raise awareness of areas of concern
- Support the continuous professional development of staff

The Quality Coordinator in each institution is responsible for producing an audit plan identifying areas to be audited, who will conduct the auditing and proposed date of audit.

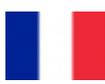
The auditors will examine adherence to the documented procedures using approved *Audit Checklists*.

The auditor will report his/her findings in a report and summarise on a *System Audit Report Form*. The Audit Checklist will enable auditors to cover their audit adequately. The Audit Report and Checklist are then passed by the auditor to the Quality Coordinator.

The Quality Coordinator or his/her deputy is responsible for:

- Issuing Corrective Action where necessary;
- Monitoring the progress of a Corrective Action;
- Maintaining a record of audits carried out.
- Reporting to Senior Managers on Quality matters

## ACKNOWLEDGEMENTS

  	<p><b>VMA - Akureyri Comprehensive College, Akureyri, Iceland.</b>  <a href="http://www.vma.is">www.vma.is</a>,</p> <p>Jóhannes Árnason  Hrafnhildur Sigurgeirsdóttir  Ari Hallgrímsson  Guðmundur Ingi Geirsson</p>	<p>Verkmenntaskólinn á Akureyri is a comprehensive vocational college in <a href="#">Akureyri, Iceland</a>.</p> <p>VMA offers various study lines; purely academic preparatory study for university, art studies, different vocational study and training and a special needs department. The vocational departments are: House building, electricity, electronics, metalwork, automechanics, ship machine engineering, food and catering, hair styling, assistant nursing, sports studies and business studies. Approx 1200 learners. International coordinator <a href="#">Jóhannes Árnason</a></p>
  	<p><b>Broadshoulders Hereford, England.</b>  <a href="http://www.broadshoulders.co.uk">www.broadshoulders.co.uk</a></p> <p>Philip Broomhead  Adele Broomhead</p>	<p>Set up to provide services to European partners in VET, Broadshoulders has been involved in such projects since 2000 and still going strong. Through wide experience in evaluation, curriculum design, mentoring and work based learning; we have accrued ideas on how individuals learn in the workplace as part of a learner journey.</p>
  	<p><b>Axxell Utbildning, Southwestern Finland</b>  <a href="http://www.axxell.fi">www.axxell.fi</a></p> <p>Tanja Halttunen  Harriet Jönsson</p>	<p>Axxell was founded in 2008 and consists of several former schools in Southwest Finland. Axxell offers vocational education within 9 fields of vocational education and training for both youngsters and adults. Also vocational education for 24 upper secondary vocational qualifications. Axxell works within the Swedish speaking community in Finland with it's almost 1500 learners and 300 fulltime teachers.</p>
  	<p><b>Nantes Terre Atlantique, Nantes, France</b>  <a href="http://rieffel.paysdelaloire-lyco.fr/">http://rieffel.paysdelaloire-lyco.fr/</a></p> <p>Mireille Rioual  Yveline Beraud</p>	<p>Etablissement Public Local Enseignement et de Formation Pour Agriculture Jules Rieffel is a vocational four part school which depends on the Ministry of Agriculture: two secondary and high schools, an apprenticeship centre and a centre for adults which trains unemployed people or employees who need to qualify. The area of expertise is gardening, horticulture, agriculture and food processing. There are many work platforms to train people to get skills and knowledge.</p>
    	<p><b>IFSAT foundation, Netherlands</b>  <a href="http://www.ifsat.eu">www.ifsat.eu</a>  Bas Timmers  Charlie Wannop</p> <p><b>Het Idee, Netherlands</b>  <a href="http://www.maartenreckman.nl/">www.maartenreckman.nl/</a>  Maarten Reckman</p>	<p>IFSAT Foundation, Harderwijk, NL was established in 1996 to work with organic agricultural production, processing, economic and entrepreneurial activities. IFSAT is an international organisation, board members are from different European countries. The goal of the foundation is: education and training support for sustainable rural development.</p> <p>IFSAT is working with Het Idee in this project. Het Idee is working with learners and is exploring Mentoring methods.</p> <p>Het Idee (the Idea) supports people in their personal development, so that their self-confidence, self-esteem and self-respect strengthens and they will be able to develop a new perspective toward themselves and their job opportunities. The company takes in people who have been unemployed or otherwise have had problems establishing a career, using the idea that work will lead to work.</p>

 	<p><b>Charlottenlund Videregående Skole, Trondheim, Norway</b> <a href="http://www.charlottenlund.vgs.no">www.charlottenlund.vgs.no</a></p> <p>Torkild Svorkmo-Lundberg Anne Sophie Hunstad</p>	<p>Charlottenlund upper secondary school the largest school in Mid-Norway, located in Trondheim. The school offers general and vocational studies, as well as specially adapted education. <a href="#">Ingvild Espelien</a> will be connected to the project through her contact with Charlottenlund because of her textile workshop, <a href="#">Selbu Spinneri</a>.</p>
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## APPENDIX OF EXEMPLAR MATERIALS

The following are examples of forms used by a range of VET Providers to demonstrate the various processes. It is not meant to be a definitive or exhaustive guide but merely a representative examples shared by the partner group during meetings.

They include:

Appendix No:	Title	Description	Source
1	Three part Agreement	Agreement between Learner, Employer and VET Provider	NL
2	Benefits of a workplace	Marketing material used to describe to employers the benefits of work experience	
3	H&S Checklist	Checklist used to ensure that employers meet the criteria for being a work experience provider	UK
4	Contract for Work based Learning	A formal agreement between employer and learner for the duration of work experience	Fi
5	Mentoring Agreement	Agreement between a supervisor and learner to formalize a mentoring relationship	Is
6	Template for the Employer		No
7	Skills audit	Profile for a learner to meet the requirements of work experience	Is
8	Induction Checklist	Used by the learner and employer at the beginning of a placement	UK
9	Aims of work experience	Introductory guide to establish the purpose and content of work experience	Fr
10	Progress Review	Ongoing monitoring of learners in work placement	Fr
11	Post placement evaluation	Evaluation of a placement	UK

## APPENDIX 1: THREE PART AGREEMENT

In order to successfully support learners in the achievement of personal development, there must be commitment from the learner, employer and training provider. The following pledges will ensure that all parties work together to achieve success.

VET Provider's Commitment			
<ul style="list-style-type: none"> <li>▪ We will provide Guidance and Advice to ensure that the chosen Learning Plan meets the needs of learner and employer</li> <li>▪ We will ensure that the quality of training meets the requirements of external awarding bodies and other stakeholders such as government departments.</li> <li>▪ We will ensure that learners are placed and supported throughout their placement.</li> <li>▪ We will monitor progress and provide regular feedback on learning progress to learners and employers</li> <li>▪ We will ensure that learners and employers are made aware of their obligations and of policies and procedures to Health &amp; Safety; Equality &amp; Diversity; Discipline and Grievance; Complaints and Appeals.</li> <li>▪ We will provide facilities and learning support to improve job and basic skills for those with identified learning difficulties and/or disabilities.</li> </ul>			
Signed on behalf of VET Provider		Date	

Learner's Commitment			
<ul style="list-style-type: none"> <li>▪ I agree to observe my employer's company terms and conditions of employment</li> <li>▪ I agree to be diligent, punctual and professional in my approach to work and training.</li> <li>▪ I will accept responsibility for my own learning and development in accordance with the Individual Learning Plan</li> <li>▪ I agree to meet deadlines and targets agreed as part of my learning and development plan.</li> <li>▪ I agree to show respect for others and behave in a responsible manner that sets a good example of myself, my employer and VET Provider.</li> </ul>			
Signed by learner		Date	

Employer's Commitment			
<ul style="list-style-type: none"> <li>▪ We shall, so far as is reasonably practicable, provide the experience, facilities and training necessary to achieve the training objectives and outcomes specified in the learning plan.</li> <li>▪ We agree to abide by legislation and policies relating to: Employment; Health &amp; Safety; Equality &amp; Diversity; Discipline and Grievance; Complaints and Appeals.</li> <li>▪ We will liaise with VET Provider over matters of learner discipline, grievance and welfare issues to help the learner overcome such issues.</li> <li>▪ We agree to provide the learner with opportunities to undertake self-development and portfolio evidence that are part of the learning plan.</li> <li>▪ We will provide opportunities to discuss the learner's progress with representatives of the VET Provider and external bodies responsible for the assessment and inspection of government funded programmes.</li> </ul>			
Signed on behalf of employer		Date	

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## APPENDIX 2: BENEFITS OR WORK EXPERIENCE

### 1. For the Learner

- Provides a real learning experience
- Improves employability skills
- Is motivational
- Increases job opportunities
- Allows the opportunity to experience current industry practices

### 2. For the Employer

- Brings in new blood to the business
- Allows succession planning
- Provides the opportunity to give something back to young people
- Is a source of new talent
- Allows the employer to try new employees

### 3. For the VET Provider

- Compliments what is learnt in the classroom
- Gives credibility to the Provider
- Adds to Providers reputation for recruitment



### APPENDIX 3: HEALTH & SAFETY INDUCTION

INDUCTION TO THE WORK PLACEMENT			
Learner _____			
Occupation _____			
Employment work Start Date at Placement _____			
Address _____			
_____ Post Code _____			
	YES	NO	What relevant legislation applies to you in the workplace?
Have you been informed about the employer's duty of care to you and other staff?	<input type="checkbox"/>	<input type="checkbox"/>	
	YES	NO	What are your responsibilities for H & S in the working environment? Include any details of personal equipment used in your job role.
Have you been informed about your responsibilities while at work?	<input type="checkbox"/>	<input type="checkbox"/>	
	YES	NO	List any machinery/equipment you might need to use in your job role?
Are you aware that you must not use any equipment until you have received the appropriate training?	<input type="checkbox"/>	<input type="checkbox"/>	
HEALTH AND SAFETY	YES	NO	Where is your health & safety policy stored?
Has the company's policy been explained to you?	<input type="checkbox"/>	<input type="checkbox"/>	
When was the policy updated last? Name the person responsible for the health and safety in your work area.			

EMERGENCIES AND FIRE ARRANGEMENTS	YES	NO	
Have you been informed on the evacuation procedures in the event of a fire or emergency?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you know where the fire exits are and the need to keep escape routes clear?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware of where the fire extinguishers/equipment are positioned?	<input type="checkbox"/>	<input type="checkbox"/>	List the equipment for fire prevention in your work place.

ACCIDENTS	YES	NO	Why do you think it is important to report and record accidents?
Have you been made aware of the accident reporting procedures?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you aware of where the accident book is kept?	<input type="checkbox"/>	<input type="checkbox"/>	Where is the book kept and what sort of information does it contain?
Who would you report to in the event of an injury/disease at work?	<input type="checkbox"/>	<input type="checkbox"/>	What organisation deals with reporting of injury/disease at work and what is the process called?

FIRST AID	YES	NO	Who is the person responsible for First Aid in your workplace?
Have you been made aware of the first aid arrangements of the company?	<input type="checkbox"/>	<input type="checkbox"/>	
Where is the first aid box located?			
SAFEGUARDING	YES	NO	If you require any further information on safeguarding, please discuss with your assessor.
Are you aware of any safeguarding requirements in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>	Useful information:

ADDITIONAL RISK ASSESSMENTS IF REQUIRED

DECLARATION

I certify that the above Health and Safety induction subjects have been explained.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_

Supervisory signature: \_\_\_\_\_

Print name: \_\_\_\_\_ Tel No.: \_\_\_\_\_

I certify that the learner has been briefed on the information recorded in this document.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_ Registration number: \_\_\_\_\_

Name of training provider: \_\_\_\_\_

## APPENDIX 4: CONTRACT FOR TRAINING

### Parties of the Contract

Educational establishment	Contact/supervising teacher
Address	Phone
Phone	E-mail

Employer/work place	Contact/workplace supervisor
Address	Phone
Business ID	E-mail

### 1. Type of Training

This is a contract for training at a workplace involving practical work tasks: on-the-job training and competence tests, which are part of the Finnish vocational education.

The student is not a regular employee and he or she is not remunerated unless remuneration has been agreed upon in a contract of employment.

The student is entitled to Finnish social benefits for students during the on-the-job training period.

### 2. Objectives of the training

The aim of the on-the-job training period is that the student learns some of the professional skills that are part of the objectives of the curriculum and required for the vocational qualification. Learning takes place in an authentic work environment and the rules of the workplace are followed. The studies at the workplace are planned, supervised and the objectives are specified by the teacher, the workplace representative and the student. The student's practical skills are evaluated through competence tests or in some other way that has been agreed upon.

### 3. Tasks and responsibilities of the Educational Establishment

The educational establishment appoints a contact person or a teacher, who acts as the representative of the educational establishment at the workplace. This person participates in planning, arranging and supervising the work placement and the competence test.

If necessary the educational establishment helps and instructs the workplace in arranging the on-the-job training and the competence test in an appropriate way. The educational establishment also provides all essential information about the courses and the professional skills of the student.

The responsibility and insurance obligation of the educational establishment in case of accidents at the workplace is governed by the Finnish laws on accident insurance and indemnity.

The educational establishment prepares the students for the workplace and sees to that the student knows his or hers duty to follow the rules of the workplace as well as the regulations regarding work and work safety.

#### 4. Tasks and responsibilities of the Company/ Workplace

During the on-the-job training period the workplace is responsible for the work safety and guidance of the student in accordance with national work safety legislation. The workplace is responsible for the protection of the student regardless of the fact that the student does not have a regular work contract with the employee. The workplace sees to that its employees are aware of the student's tasks and the contract that applies to the student's on-the-job training and competence test.

The company appoints a contact/workplace supervisor who has sufficient skills to carry through the task and who will act as the company's representative during the planning, arranging, supervising, assessing and marking of the on-the-job training period and the competence tests. The workplace supervisor must ensure that the student is instructed and sufficiently acquainted with the safety regulations and methods.

The workplace informs the educational establishment about conditions and equipment connected to the work tasks and environment.

#### 5. Cooperation

If necessary, the contacts of the educational establishment and the company will agree upon specific details concerning the work placement and the competence test.

The curriculum does not postulate that students perform particularly harmful tasks, such as solitary work if connected to obvious risks for accidents or violence.

Without any delay the company will inform the educational establishment of any possible major changes in the student's tasks and working conditions, and the educational establishment immediately informs the company of possible changes in the curriculum.

#### 6. Remuneration

The employer cannot receive payment for the supervision of the on-the-job training period and Competence tests.

#### 7. Period of validity

- This contract is valid from \_\_\_\_.\_\_\_\_.20\_\_\_\_ until further notice.
- The contract is valid from \_\_\_\_.\_\_\_\_.20\_\_\_\_ and ceases \_\_\_\_.\_\_\_\_.20
- The contract can be terminated with one month's notice.
- The contract can be terminated without notice.

#### 8. Signatures

There are two copies of this contract, one for each party. A copy of the signed contract is given to the student.

Place and date

The representative of the employer

The representative of the  
educational establishment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX 5: STUDENTS PLAN FOR ON THE JOB LEARNING

Name of student		Age	Tel.
Address			E-mail
Educational establishment	Address		Invoicing address
Vocational upper secondary qualification			Studies started year
Study Programme/Specilization			Qualification title
Course			

### On the job learning

Responsible teacher	Tel.	E-mail
Employer	Workplace supervisor	E-mail
Workplace/address		Tel.

### Health & Safety

Meals	Travel arrangements	
Information on student's health status or functional capacity		
Significant risks at work		
Safety measures		
Working clothes and safety equipment needed		
These are provided by the employer	These are provided by the educational establishment	The student has his/her own necessary equipment
Additional information		

Axxell has a statutory accident insurance which is valid for students during the on-the-job learning period.

This insurance is also valid on the route to and from the work place.

Axxell also has liability insurance for students during the on-the-job learning period. This insurance is valid

in Europe and might cover personal injury and property damage that the student causes an outside party during the period. The insurance might also cover damage caused to property used by the student at the workplace. Axxell's responsibility for attaining a liability insurance for on-the-job learning periods outside the European borders is assessed separately.

### 1. Sustainable development

Axxell has a certified environmental management system according to the ISO 14001 standards. Sustainable development is incorporated in the studies in a natural way and students can perform tasks related to sustainable development during the on-the-job learning period. Sustainable development can be evaluated in the vocational skills demonstration and the work place could preferably elucidate how sustainable development is considered in their operations.

### 2. Objectives

I am acquainted with and accept the objectives for the on-the-job learning period and the contents of the vocational skills demonstration. Enclosure 1.

### 3. Biased evaluators

Relatives of the student are biased regarding evaluating the student's skills. The student's parents, siblings, grandparents, aunts/uncles, spouse, children, grandchildren or the new spouse of the student's parent are all disqualified as evaluators. Also other persons that are specially close the student, such as legal guardian, are considered biased. (Vocational Education and Training Act 630/1998, section 25 and Administrative Procedure Act 434/2003, section 28).

### Signatures

There are three identical copies of this contract, one for each party.

Date and place: \_\_\_\_\_ / \_\_\_\_\_ 20\_\_\_\_

Signature and clarification of signature:

Student

Workplace supervisor

Supervising teacher

\_\_\_\_\_