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TRAINEESHIP PACKAGE

HIGHER EDUCATION INSTITUTIONS

Prepared by the WEXHE project consortium, led by University of Ljubljana as part of WP4 of the WEXHE project

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Ljubljana, 2020

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SUMMARY

The Traineeship package for universities is composed of two main parts: the learning and training arrangements and the organisational arrangements. Learning and training arrangements focus on goals and objectives, key competences and learning outcomes, forms and methods of learning and teaching, admission criteria and assessment of trainees. Universities organise traineeships to fulfil one of their core educational missions, i.e. to prepare students for the world of work. For various reasons this is often not fully achieved in the course of implementation of study programmes. Therefore, traineeships serve as a kind of compensation of employability. Based on the WEXHE project the most desired and least developed transversal/ generic competences and skills as well as expected learning outcomes to be achieved in the course of training are outlined. These competences are: communication and negotiation, team work, independent learning and working, leadership, initiation of innovative ideas, design and management of projects and identification and solving problems. For each competence methods of their development are suggested through acquisition of additional knowledge, skills, autonomy and responsibilities in the work environment. Admission to traineeship programmes, assessment of trainees and certification of their training is dealt with in this section also. Universities usually organise traineeships for those graduates who have the most difficulties to find employment.

Organisational arrangements include the steps leading to effective implementation of traineeship schemes. Universities can make these steps successfully only in cooperation with employers. They should build up a network of employers to collaborate with and make agreements to share responsibilities with them. This includes activities such as employability and training needs analyses, attraction and selection of trainees, elaboration of training programmes, preparation of training contracts and learning agreements, assignment of mentors, application for subsidies, training programmes monitoring and evaluation and reporting. Universities may delegate several of these activities to employers. Special attention is paid to the specification of the main roles of those involved including the tasks and responsibilities of mentors, supervisors and coordinators, which will lead to successful implementation of traineeship programmes and schemes. The package ends with the financial, quality assurance, evaluation and accreditation arrangements.

The package is prepared as reference material which helps universities (wanting) to implement traineeships to find the ways which suit their situation best. Therefore, the package also contains a number of appendices which serve as examples of good practice, taken from various WEXHE and other cases and literature.

Contents

INTRODUCTION

Traineeship represents one of the forms of work-based learning (hereafter: WBL) (Atkinson, 2016; Cahill, 2016; Henderson and Trede, 2017; Nottingham, 2016), although not frequently mentioned explicitly as such. As the cases of the WEXHE project show, the major coordinators of a traineeship can be various types of organisations (companies, enterprises, firms, NGOs, institutions, etc.) which offer employment and posts for trainees, and will be in this text termed 'employers' or 'organisations'. The coordinators are also universities and governments. Universities frequently delegate the responsibility for a traineeship to foundations that they establish specifically for this purpose, and governments delegate execution of traineeship to governmental agencies. An active role of employers is necessary in all arrangements (Cahill, 2016; Smith and Betts, 2000). This package is addressed to universities and their foundations. However, a well-functioning traineeship requires cooperation between all partners.

Why have traineeship programmes?

This Traineeship Package for universities is based on information from actual traineeship cases which are practiced in various work environments in seven EU countries (Cyprus, Germany, Netherlands, Poland, Slovenia, Spain and United Kingdom), and on information from other relevant projects and literature. Its purpose is to systemize this information in a user-friendly form and to make it available to universities which (want to) use a traineeship as a means to raise the employability of their graduates, their inclusion into the labour market and/ or retention of graduates in the region. Graduated students represent an important public investment and development potential. Their inclusion into the labour market and retention in the region means that their competences are being used to everyone's advantage, and can enhance (regional) economic development.

The package is not intended as a set of rules to be strictly followed. Rather it presents a variety of approaches, practices and solutions applicable in the surroundings of various organisations and traditions. It should be taken as a reference and a source of inspiration to the university experts who are in charge of a traineeship or who plan to apply it. It is not a recipe but a menu out of which one can take approaches/ parts that best fit the local conditions.

The package is prepared for universities which strive to:

- Increase employability of students
- Help graduated students to find ways into (self-)employment, and
- Retain graduated students in the region.

Although graduates are expected to be equipped with up-to-date competences, this is not always fully achieved. A traineeship can help them to acquire some missing or less developed competences, particularly those that can only be successfully developed in a work

environment. Spending a year or two with an employer brings the trainee experiences on how to apply theoretical knowledge and skills at the work place. It enables familiarization with an organisational environment and culture and serves as a valuable reference when looking for a new job.

In some cases a traineeship is organised by the universities themselves. An essential task then is to build a network of employers (as partners), who offer appropriate posts for training of graduates. Quite often universities together with other partners, such as employers, establish special intermediary organisations – foundations to which they delegate the responsibility for the traineeship. These organisations maintain links between universities and employers and coordinate traineeship activities.

LEARNING AND TRAINING ARRANGEMENTS: CONTENT OF THE MODULE

A learning module represents a kind of general curriculum, which can serve as a basis for the elaboration of concrete traineeship programmes in various organisations. These programmes must be adjusted to individual trainees or groups of trainees, as well as to the specific organisational needs and traditions. Generally, the work-based learning (WBL) programme consists of several components (Schmidt and Gibbs, 2009):

- a reflective learning review that articulates and documents experiences, learning outcomes achieved and competences held;
- a learning interview to ensure the suitability of learners to the programme;
- flexible recognition of prior learning;
- clearly defined learning outcomes for study modules and programmes;
- a learning agreement between stakeholders that establishes the learner's programme of study;
- support from the organisation;
- assessment including recognition of experiential learning gained in the workplace, recognition of ability to apply theoretical learning and demonstration of related competences in the workplace, mapping of experiential learning onto a template of standard, and assessing modules/ projects undertaken;
- officially recognised award of learning outcomes.

According to Smith and Preece (2009) WBL programmes have the following characteristics:

- *"A partnership between an external organisation and an educational institution is specifically established to foster learning,*
- *the learners are employees of, or are in some contractual relationship with, an external organisation,*
- *the programme derives from the needs of the workplace and the learner, rather than being controlled by the disciplinary curriculum, because work is the curriculum,*
- *the programme and the educational level of participants is established after learners have engaged in a process of recognition of competencies and identification of learning needs (rather than relying on educational qualifications),*
- *learning projects are undertaken in the workplace, and*
- *the educational institution assesses the learning outcomes of the negotiated programmes with reference to a framework of standards and levels which are transdisciplinary"* (Smith and Preece, 2009).

The following paragraphs contain the characteristics relevant for the traineeship. The focus will be on a general 'module' level with occasional reference to a specific traineeship programme. The curriculum components will be dealt with first, and organisational arrangements will be addressed in the second part of the package.

Goals and objectives

The main goals of traineeships from the perspective of universities are to increase the employability of graduates (Feldman and Sprafke, 2015), to help them find ways into (self-)employment, and to provide knowledgeable and well-trained graduates to employers. In addition, universities providing traineeship strengthen links with employers, increase their reputation and get valuable feedback about their teaching programmes. The training period must be long enough, e.g., one to two years, in order that trainees gain a good understanding of how the organisation functions, learn how to implement subject specific and generic knowledge and skills in practice, upgrade existing and acquire missing competences, get into existing networks and build their own. Employers that respond positively to the initiative of universities to provide training to graduates prove themselves to be socially responsible. Among the trainees taken on training there could be some who prove themselves as excellent workers and they may enrich the organisation's human resources as future employees. Traineeships also help organisations to develop their existing personnel, such as supervisors and mentors, who work with trainees. Public subsidies for traineeship, if available, help organisations to reduce the cost of training while trainees perform various jobs.

Concrete objectives of the traineeship scheme at the university are:

- To provide training to graduated students of a certain university/ region who have the most difficulties to find employment
- To attract sufficient number of employers who offer training posts for students
- To upgrade students' existing competences and skills and develop missing ones, and
- To enhance employment of graduates either at the employers offering training or elsewhere.

Key competences and expected learning outcomes

In the WEXHE study we understand competences as a general term embracing knowledge, skills and autonomy/ responsibility (Wagenaar, 2019, p.391-425) where skills are developed on the basis of relevant knowledge and autonomy/ responsibilities on the basis of both knowledge and skills. In other words, only a proper combination of knowledge, skills and autonomy/ responsibilities that a student acquires make him/ her competent.

During their study students acquire certain knowledgeand skills according to the study programme. However, employers often complain that some competences are missing or not developed to the appropriate level for graduates to start working effectively. This is referred to as the 'skills gap', which results from various reasons:

- The study programme a graduate was involved in is not focused on certain segments of competences (programme deficiency),
- Studying and teaching was not carried out appropriately so that a student did not acquire competences planned for in the study programme (teaching or studying deficiency),
- Some competences can be developed to the expected level only in a real work environment; school-based learning including various kinds of exercises and simulations does not suffice (learning environment deficiency),
- Work processes and technologies at employers include specific tasks and operations which cannot be found elsewhere and thus bring competitive advantage to the involved employers. The competences needed to effectively participate in such work processes can be developed at the workplace only (employer specific 'deficiency').

It is a responsibility of universities to prevent or repair programme and study deficiencies, by updating programmes at a regular basis so that programme (learning) outcomes remain relevant to society. However, universities may face difficulties to get rid of these deficiencies completely due to fast changes in production processes and technologies, and due to long-lasting administrative procedures for study programmes development, adjustment and accreditation. Another factor influencing programme and study deficiencies is the professional field. In some cases, such as economics, one can bring a lot of practice into the university study process by inviting experienced practitioners as (guest) lecturers, by studying of cases, by simulation of business situations, e.g., 'learning enterprise' (Amant, 2003), addressing real business issues from organisations by teams of students and by other active methods. In the fields of engineering, on the other hand, it is difficult to obtain all the variety of technological equipment that enables simulation of real work situations. Also, in any professional field, it is not possible to simulate the social atmosphere that exists in working groups. These deficiencies could also be associated with traditional neglect of practice in higher education.

Learning environment deficiencies are difficult to avoid, especially for trainees who have finished school-based programmes where the links with the work environment, such as through work placements during the study are limited or non-existent. Even in case of work-based study programmes some competences which can be developed only by means of involvement into the working process, working/ project groups and organisation's environment may not be sufficiently developed. Employer and job specific competences can be developed at the employer only.

Little (2000) claims that WBL contributes to the development of the following skills:

- *"personal and social skills – including ability to establish good working relationships with people at different levels of the organisation; team work;*
- *communication skills – including oral, written, presentation and report writing;*

- *problem solving skills – including ability to identify and analyse issues, and suggest practical solutions;*
- *creativity – including ability to originate new ideas; adapt existing practices/ concepts to new applications; use initiative; and*
- *organisational skills – including ability to plan own and others' work schedules and set priorities; progress several tasks concurrently".*

The cases collected in the WEXHE project indicate that traineeship programmes are very much focused on the development of transversal/ generic competences. Interestingly enough, the obtained list is quite similar to the one presented by Little (2000). According to the frequency of their appearance, which does not differ significantly between key organisers of traineeship, i.e., employers, universities, foundations and agencies, and between professional fields, the most frequently mentioned competences are:

- **Communication and negotiation** (ability to read, understand, write and interpret various texts and reports, clear oral communication and presentation adjusted to individual and group situations, understanding and management of body language, communication in different languages, understanding of communication cultural contexts, managing various styles of communication, negotiation with co-workers, partners and customers, recognising partners' messages, convincing argumentation, self-confidence in communication, searching compromises, etc.)
- **Team work** (understanding one's and others roles in teams, accepting co-workers having different personal characteristics, seeking team synergy, ability to defend or withdraw own attitudes, ready to listen and able to understand others' arguments, adjustment to the changing interpersonal situations and to different personalities, ready to contribute to the common goals and success, ready to share information, efforts and results, etc.)
- **Independent learning and working** (responsibility for own professional development, ability to acquire and select information, openness for new information and other novelties, curiosity, initiative for further training, ability to draw lessons out of experiences, self-confidence in carrying out work assignments and in application of knowledge at work, ability to set out goals and carry out activities leading to their fulfilment, work under time pressure, ability to progress several tasks concurrently, balanced judgements about risks and assistance seeking, taking responsibility for own decisions and mistakes, etc.)
- **Leadership** (ability to coordinate complex work, to set out common goals and to assign tasks to co-workers properly, ability to spread enthusiasm among co-workers, ability to recognise others' abilities and skills and to motivate them for their utilisation, readiness to assist co-workers, to fairly assess their contributions and to give clear positive and negative feedback – recognition and critique, ability to transfer and readiness to share knowledge and skills with co-workers, empathy and assertiveness, being accepted by co-workers, etc.)

- **Initiation of innovative ideas** (ability to originate new ideas, to think out of the box, to seek improvements of existing processes and to focus on details, readiness to share ones thoughts and elaborate proposals, open mindedness, own initiative when action is needed, looking at challenges as opportunities, ready to take risks, etc.)
- **Design and management of projects** (ability to deal systematically with complex situations, to structure problems, to set out and prioritise goals, to choose appropriate measures of goals' attainment, to engage co-workers with adequate skills, to keep time lines, to use adequate IT support for project management, etc.)
- **Identification and solving problems** (ready to take and not to avoid decision making, attention to details, analytical skills, ability to synthesize and elaborate alternative solutions, persistence in seeking and implementation of solutions, commitment to organisational goals and engagement for their attainment, etc.)

These are the core generic/ transversal competences. In addition, a slight indication exists that for the graduates coming from the hard sciences field the development of soft skills is accentuated, while for the graduates coming from the soft sciences field attention is mainly paid to the ability to apply theoretical knowledge in practice. It can be observed also that traineeship programmes aiming at the training of future leaders accentuate some additional competences, such as people management, decision-making, building networks, organizational abilities, entrepreneurship etc. This means that in the WEXHE study where we tried to deal with the clusters of professions, clusters' specific generic competences were not identified. However, studies from the specific professional fields have revealed profession's specific generic competences which can be brought into the programmes when this package is applied (Wagenaar, 2019, p. 391-425).

Apart from the mentioned transversal/ generic competences, SMEs may also want to foster some employer and job specific ones during a traineeship. While transversal competences are recommended to be developed in all organisations, employer-specific competences are acquired by all trainees of a particular organisation and job specific ones vary for each individual trainee. Employer specific competences are usually related to the organisational culture, values, mission, overall production process, management systems and rules. Job specific competences are related to a specific workplace and are usually specified in the job description.

A more precise analysis of competences shows that every transversal competence should be put in the organisational and professional context. Such analysis reveals that the same competence may have different **contents** and could be expected at different **levels** of mastery in different contexts. For instance, initiation of innovative ideas in a production system requires detailed insight into the characteristics of a certain product and into the sequence of work operations, while elaboration of a proposal for a new performance appraisal system requires attentive observation of workers' and leaders' attitudes and checking of their opinions. For an engineer, required communication skills are excellent/ precise reading and

drawing skills, and excellent presentation skills including figures, formulas and graphs. For a cultural events manager however, excellent verbal skills are required, understanding implicit meanings of messages and empathy. This does not mean that engineers do not need verbal skills and that cultural event managers do not need to know how to deal with figures and graphs. They both need to develop these components of communication competence at different levels, one at a more basic/ lower and the other at a more advanced/ higher level.

A grading of competences is already embedded in the tables 2 - 4 where knowledge needed for certain competence represents the basic level, skills added to this knowledge an intermediary level and autonomy/ responsibility represent the highest level of competence/ mastery. Referring to Lundvall and Johnson (1994) one could say that knowledge gives an answer to WHAT, skills to HOW and autonomy/ responsibility to WHY. Looking at competences' grading from a behavioural perspective one could apply additional grading for knowledge, skills and autonomy/ responsibility separately as follows:

- Basic level: expected standards are met on the basis of written or oral instructions
- Average level: expected standards are met independently with no particular instruction
- Advanced level: expected standards are surpassed even in non-standard situations
- Highly advanced (expert) level: expected standards are surpassed including the ability to transfer knowledge and skills on to the co-workers.

An example of how both gradings of competences can be combined is presented in table 1

Table 1: A two dimensional grading of competences – the case of 'teamwork and networking competence'

BEHAVIOURAL D. / CONTENT D.	KNOWLEDGE	SKILLS	AUTONOMY/ RESPONSIBILITY
HIGHLY ADVANCED	Demonstrate highly advanced knowledge and understanding of methods of team composition, networks and attitude to work collaboratively including ability to teach about teamwork and networks.	Function independently and effectively in national and international working/ project teams and networks able to instruct new teams and networks formation.	Identify proactively appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively, take additional responsibility and enjoys recognition from mates.
ADVANCED	Demonstrate advanced knowledge and understanding of methods of team composition, networks and attitude to work collaboratively.	Function independently and effectively in national and international working/ project teams and networks taking initiative and being a pattern for mates.	Identify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively and voluntarily take additional responsibilities.
AVERAGE	Demonstrate good knowledge and understanding of methods of team composition, networks and attitude to work collaboratively.	Function independently and effectively in national and international working/ project teams and networks.	Identify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively.
BASIC	Demonstrate basic knowledge and understanding of methods of team composition, networks and attitude to work collaboratively.	Function in national and international working/ project teams and networks on the basis of instruction.	Collaborate constructively.

The more one achieves higher levels of knowledge, skills and autonomy/ responsibility the higher his/ her mastery in a certain competence. One's compentency is a sum of all different competences. However, for a successful performance of a certain profession as well as for the design of a traineeship programme a proper selection of competences must be made and all competences do not need to be developed to the highest level.

Larger organisations often develop their competency models in which they specify which generic/ transversal, organisation specific and job specific competences are required on which levels of proficiency for efficient job performance. They also describe the content of each competence. For this operation they use various methods, such as identification of needed competences by best job performers through guided workshops. A competency model provides basic information for preparing a traineeship programme. The other information comes from the study programme that graduates were involved in. The core of the traineeship programme should focus on the achievement of learning outcomes in line with the formula:

Competency/ skill gap = Required KSAR in the organisation – Acquired KSAR by the future trainees where

K stands for knowledge, S for skills and AR for autonomy/ responsibilities. The result of such an analysis on the study programme in comparison to the expectations of work environment shows for each competence one of the options, such as:

- Training is not needed
- Some training is needed
- Substantial training is needed
- Competence is not relevant.

Ideally, one would adjust a training programme to an individual student where his/ her acquired knowledge, skills and autonomy/ responsibility as well as possibilities to further develop them at a chosen employer are taken into account. In addition, a traineeship should bridge the competency gap when it is finished.

For the preparation of traineeship programmes and for their monitoring and evaluation the learning outcomes to be achieved at the end of traineeship are presented in generalized form. The outcomes are described with reference to the Tuning CALOHEE project (Wagenaar, 2019, p. 391-425) separately for the graduates of the 6th (Bachelor) and 7th (Master) level of education. Each competence is described in terms of expected knowledge, skills, autonomy and responsibility (see tables 2 and 3).

Table 2: TRANSVERSAL/ GENERIC COMPETENCES AND GENERALIZED LEARNING OUTCOMES DESCRIPTION FOR TRAINEESHIP – LEVEL 6

QF EHEA descriptors	SQF dimensions	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups.
	Competences			
I - Demonstrate knowledge and understanding				
II - Apply knowledge and understanding	-Identification and solving problems	-Establish methods of analysis / solution of problems from the professional field by linking concepts with basic strategies, procedures and tools.	-Analyse a complex problem, recognise its structure, devise, execute and validate a plan for its solution in the professional field.	-Identify appropriate concepts, methods of analysis / solution of complex problems in the professional field.
	-Design and management of projects	-Describe strategies for project work.	-Organize and complete a simple project individually or in team.	-Identify and implement appropriate strategy to carry out a simple individual or group project.

III - Gather and interpret relevant data	-Initiation of innovative ideas	-Demonstrate knowledge of the on-going nature of research and debate in the professional field.	- Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument.	-Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.
IV - Communicate information, ideas, problems and solutions	-Team working	-Demonstrate knowledge and understanding of methods of team composition, and attitude to work collaboratively.	-Function effectively in national and international working / project teams.	-Identify appropriate methods and strategies of teams' functioning and management. Collaborate constructively.
	-Communication and negotiation	-Demonstrate knowledge and understanding of established communication methods and tools, including ICT, and of their limitations for conveying information in a broader public context including negotiation.	-Communicate effectively, clearly and unambiguously complex information, activities and their results to wider national and international audiences in oral and written form.	-Identify appropriate and relevant communication methods, tools and terminology. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences fostering transparency and responsibility.
	-Leadership	-Demonstrate knowledge of theories and models of leadership, management and teams.	-Able to lead and work collaboratively in teams. Able to supervise colleagues and junior staff. Able to analyse consequences of different choices and to manage diversity.	-Ability to work inter-culturally and inter-professionally with lay and professional groups. Capacity and commitment to build a sense of social responsibility in the choices made at personal, professional and contextual levels.
V - Undertake further study with	-Independent learning and working	-Demonstrate advanced knowledge and understanding of the learning and working methods necessary to	-Engage in independent learning and follow developments in science and	-Identify appropriate learning and working methods to follow developments in science and technology in the professional field. Enter

| high degree of autonomy | | follow developments in science and technology in the professional field. Identify relevant competences needed for pursuing further studies and career goals. | technology autonomously. Organize own study. Work autonomously taking initiatives and managing time. Evaluate personal work. | new fields of study and work through a positive attitude. Evaluate own personal and professional competences and take responsibility for own learning and work. Exercise some initiative and acknowledge accountability for the assigned tasks. |

Table 3: TRANSVERSAL/ GENERIC COMPETENCES AND GENERALIZED LEARNING OUTCOMES DESCRIPTION FOR TRAINEESHIP – LEVEL 7

QF EHEA descriptors	SQF dimensions	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and / or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and / or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and / or for reviewing the strategic performance of teams
	Competences			
I - Demonstrate knowledge and understanding				
II - Apply knowledge and understanding	-Identification and solving problems	-Demonstrate comprehensive knowledge and understanding of the process and methods of analysis / solution of problems	-Analyse / solve very complex, context rich and unfamiliar problems, recognise their structure, devise,	-Identify appropriate concepts, methods of analysis and creative solution of very complex problems that occur even in

		from the professional field by linking concepts with basic strategies, procedures and tools.

-Describe strategies and tools for project work. | execute and validate creative plans for their solution in the professional field.

-Organize and complete an individual or team project. | unfamiliar situations in the professional field.

-Identify and implement appropriate strategy to carry out an articulated individual or group project. |
| | -Design and management of projects | | | |
| III - Gather and interpret relevant data | -Initiation of innovative ideas | -Demonstrate detailed knowledge and understanding of the on-going nature of research and debate in the professional field contributing to innovative perspectives. | - Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument. Formulate original interpretations and innovation proposals. | -Deal with relevant problems in an original manner. Organize complex efforts integrating the results of diverse studies and analyses and produce the required product according to established deadlines. |
| IV - Communicate information, ideas, problems and solutions | -Team working

-Communication and negotiation | -Demonstrate knowledge and understanding of methods and management strategies of teams that may be composed of different disciplines and levels.

-Demonstrate knowledge and understanding of principles and tools of intercultural and interdisciplinary communication, as critical understanding of the use of social media and communication technologies in the professional and wider social contexts including negotiation. | -Function effectively in national and international working / project teams as member or leader.

-Communicate effectively, clearly and unambiguously complex information, activities and their results to wider national and international audiences in oral and written form using various media in more than one language. Communicate activities' results and the knowledge and rationale underpinning them. | -Identify and justify appropriate methods and strategies of teams' functioning and management. Collaborate constructively.

-Identify appropriate and relevant communication strategies, methods, tools and terminology. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences ideas, problems and solutions fostering transparency and responsibility.

-Ability to work inter-culturally and inter-professionally with lay and professional |

	-Leadership	-Demonstrate knowledge of theories and models of leadership, management and teams.	-Able to lead and work collaboratively in teams. Able to supervise colleagues and junior staff in complicated and unpredictable situations. Able to analyse consequences of different choices, to manage diversity and to prevent, resolve and manage conflicts. Initiates and innovates quality improvement programmes. Teaches others.	groups. Capacity and commitment to build a sense of social responsibility in the choices made at personal, professional and contextual levels.
V - Undertake further study with high degree of autonomy	-Independent learning and working	-Demonstrate advanced specialised knowledge and understanding of the learning and working methods necessary to follow developments in science and technology in the professional field. Undertake further studies in new and emerging technologies.	-Engage in independent learning and follow developments in science and technology autonomously. Organize own study. Work autonomously taking initiatives and managing time. Evaluate personal work.	-Identify and justify appropriate learning and working strategies and methods to follow developments in science and technology in the professional field. Enter new fields of study and work through a positive attitude. Evaluate own personal and professional competences and take responsibility for own learning and work. Exercise some initiative and acknowledge accountability for the assigned tasks.

The description of competences with respect to the expected learning outcomes is generalized, meaning that it suits to various professional fields to which it should be adjusted in concrete organisations. Adjustment means that in each organisation a list of competences which serves as a starting point for further steps should be determined. From the list of competences presented in this package one can drop some out, add additional generic competences, and add profession, organisation and job specific competences. In short, the list of competences dealt with in this package represents a core menu of generic competences from which some can be left out and others added as appropriate to the situation. It is also advised to identify the level to achieve as illustrated in table 1.

The following step to be made is to find appropriate ways for competences development.

Forms and methods of learning / teaching – defining learning format

"School-based learning appeals to other competencies than work-based learning does. In school-based learning, mainly verbal information has to be memorized, which can be done by: passive reception, active reproduction, and active reconstruction of knowledge. In work-based learning, memorization plays a much smaller role. Instead, gathering experiential knowledge is the main task. This can be done by: learning by doing (surrender to experience), guided learning (following instructions and assignments), and reflective learning (experimenting and making sense of experience)" (De Jong et al, 2006).

"Work-based learning is effectively explained where the two modes are supported by life-related environments, with the experiential mode interacting very effectively with the rational mode through the process of reflection. The process of reflection, we believe, facilitates the interpretation of the experiential intuitive / tacit knowledge deriving from the 'work'-related experience and the integration of this knowledge with explicit knowledge deriving from the analytical, deliberative, verbal and rational mode approach" (Chisholm et al, 2009).

"What work-based learning seeks to develop in learners, then, is a meta-competence that transcends the application of immediate skills in order to adapt to variability in work demands… Faced with unpredictable circumstances, participants rely on reflection-in-action and incorporate activities such as on-the-spot reframing, re-evaluation of standard practices, and spontaneous testing of available knowledge to arrive at a solution to the immediate problem… Their learning arises not from prepared scenarios controlled by classroom instructors but from working through the messy, implicit, and real questions of practice… Classroom learning of this experiential nature can be preparatory for the ultimate application of the desired metacognitive critical skills in natural settings" (Raelin, 2016).

Learning and teaching of trainees should be organised in proper physical, social and organisational environments which enhance competence development. Trainees should be placed in working and project teams and at workplaces/ departments where they practice daily tasks. They should be asked to design the projects, manage them and report on them

orally and in a written form. They should be placed in a position where they challenge others and/ or lead them, e.g., co-trainees etc.

The main forms and methods of learning and teaching of trainees revealed in the WEXHE cases can be structured as follows:

- **Course work** Although traineeship is conceived mainly as work-based learning (WBL) some universities start preparing trainees for the work at an employer by offering them introductory courses on how to orient oneself on the labour market, how to apply for a (new) job, what work and life in an organisation look like, what are the rights and duties of trainees, what trainees may expect of a traineeship etc. Many organisations, especially larger ones, involve trainees in course training activities in the organisation or send them to outside trainings. In the initial phase trainees have an induction period (a few days or a week), during which they attend lectures on the organisational culture and structure, on production processes, on management systems and rules of conduct, rights and duties, on customers and partners etc., provided by the organisation's experts. In case of a small number of trainees they join other newcomers for the induction period.

  During consecutive phases an organisation may organise various courses, seminars, workshops and round tables focused on the development of transversal and other competences. They engage either their own or external experts. In smaller organisations trainees often join other employees in such events. Trainees are also sent to external seminars, conferences, fairs and similar events where they acquire up-to-date information and are involved in training activities. It is important that some of the course work of trainees is deliberately focused on the development of most desired competences, although some might be of a more random nature. The WEXHE cases show that apart from courses focused on organisation's specific technologies and production issues, they offer courses, such as language, teamwork, communication, interpersonal skills, decision-making, innovation, business excellence, negotiation etc. These courses can be provided by the universities in line with cooperation agreements with traineeship providing employers before graduates start their traineeship or the courses can be part of the traineeship.

- **Project work** *"While WBL programmes often include course-based and peer-group activities, for most the central component of the programme is project-based. Projects normally address real workplace issues with which learners are involved, and they are often an extension of activities that learners are in the process of undertaking… Activities may be small and localised… or they can be major undertakings that produce significant organisational or professional change and lead to the award of a doctorate"* (Lester and Costley, 2010).

  Projects can be designed by the employer and assigned to trainees. A popular approach is also that trainees themselves are asked to propose and elaborate projects that might be of employer's interest. Several competences including innovativeness,

project design and initiative are developed and tested this way. In some cases trainees work on projects individually, more often they work in pairs or teams. This is desirable since teamwork and communication skills are among the most sought for competences. Pairs and teams could be composed of trainees only, but regularly the composition is a mix of trainees and experienced workers who can serve as instructors and mentors and monitor the progress of trainees.

During the traineeship period each trainee usually works on more than one project. It is recommended that trainees proceed from less to more demanding projects to be faced with proper challenges. It is highly important that project work is carried out in the working environment of the organisation where trainees address real problems and seek solutions in cooperation with regular employees. Project work in the university environment does not suffice. Project work could be well combined with course work and tasks performed in a regular work environment where more or less routine work is carried out.

- **Training in regular work environment** This is a traditional and widely used form of traineeship. After the induction period trainees consecutively work in various departments in the organisation in order to get acquainted with the wider (complete) working process and with the network of co-workers. They stay in each department for a certain period and perform tasks assigned by the local supervisor. They usually end up in the department which suits their educational background best, or where they are expected to work after the traineeship period is finished if the organisation decides to employ them.

Although a certain flexibility is expected in the organisation a proper approach to traineeship requires a well-planned programme. It is important that the link is established between the competences to be developed and work activities and course work. Trainees must be involved as much as possible in work routines and project activities which they are expected to perform later as employees. At the same time it is important that they not only perform routine tasks. There must be enough time left and opportunities given for imagination, innovation and reflection. In short, there should be enough room for an active role of students. It starts with the involvement of students in the traineeship programme design and continues with elaboration of projects to work on, search for an appropriate traineeship provider, interaction with other students in a traineeship process in terms of peer learning, reflection discussions and reports, etc. Without such an approach it is rather unlikely that trainees achieve the highest levels of competence proficiency/ mastery, i.e., to work autonomously and responsibly.

Some examples of how to develop selected competences using various methods are given in table 4. They are derived mainly from the WEXHE project cases. It should be noted, however, that some methods contribute to the development of more than one competence at the same time.

Table 4: MEANS OF DEVELOPMENT TRANSVERSAL/ GENERIC COMPETENCES OF TRAINEES IN TRAINEESHIP

SQF COMPETENCES	Knowledge	Skills	Autonomy and responsibility
General	Lecturing, seminars, organisations' academies, induction days, conferences, fairs, field visits, online modules	Project work, training at routine work, research, workshops, round tables, boot camps	Reflection on work experiences, delegation of tasks and responsibilities
Identification and solving problems	One to one coaching, safety at work course, course on production process engineering and systems	Rotation between departments and workplaces in the organisation, marketing research, performance of interviews	Leave trainee to deal with a certain problem autonomously and set solution deadline
Design and management of projects	Project management course	Involvement in project teams, assignments of projects – from tiny to complex ones, invitation to design a project, utilization of IT for project management	Start with easier tasks and projects and increase requirements stepwise, give feedback on finished projects
Initiation of innovative ideas	Innovation course	Training in R&D department, involvement into development projects, assignment of a plan design, involvement in strategy design, participation in quality and innovation circles	Reward new ideas and proposals, allow mistakes, allocate time for incubation and reflection
Team working	Team working course (types, composition, functions and management of teams)	Training in project teams, working teams, quality and innovation circles	Coach a trainee, give feedback on his / her performance in a team, monitor reactions of other team members

Communication and negotiation	Courses on communication (written, oral, body), languages, negotiation, soft skills, intercultural communication course	Writing reports, presentation of reports, taking part in the discussion and workshops, giving lectures and seminars, involvement in bargaining with internal and external customers	Provide clear communication standards of a profession and of an organisation, provide opportunities for written and oral communication, for negotiation and intercultural communication, initiate learning of languages
Leadership	Courses on leadership, interpersonal skills, corporate organisation, management (basics, finance, marketing, human resources…), change management, conflict resolution, intercultural leadership, business excellence	Chairing sessions, workshops, seminars, coordinating projects, leading co-workers, rotating between departments	Give the trainee the opportunity to step in a coordinative role, to create his / her own team, invite the trainee to be a deputy leader or a message provider to co-workers
Independent learning and working	Courses on pedagogics and didactics, time management, blended learning, own learning / learning how to learn	Involvement into study groups, study of certain material for the working group presentation, assignment of individual tasks	Convey trainee the expectation to be updated with the development in his / her professional field, set clear standards on deadlines and quality

Admission criteria and submission of application

For traineeships universities focus on those students who have most difficulties in finding employment. These are students from the fields where the interests for study outnumber labour demand, and from some new fields where labour demand is still to be developed. There might be also students with lower general abilities and weak personal initiative in job search. Universities generally specify the following two criteria:

- Field of study
- Time of job search

In traineeship schemes provided by universities there is usually some public money involved. Therefore, special eligibility criteria are set for employers that want to participate. This is often done by consulting employers in advance in order to check their interests and preferences and to assure a positive response. Apart from the requirements on who the graduates are that must be taken on board or have advantage (field of study, time of job search) universities may require from employers:

- Well prepared traineeship programmes
- Learning agreements
- Qualified mentors/ supervisors
- Certain period of employment for a trainee after he/ she finishes the traineeship.

The selection of graduates for a traineeship is carried out by the employers, by the universities or in cooperation between the two. The selection of employers is performed by the universities. In fact, where hard to employ graduates are concerned, a lot of efforts and substantial subsidies are needed to attract employers. One can meet refusal of cooperation from employers if the set criteria are too strictly applied.

Candidates for traineeships are asked to submit an application. It contains information that allows checking to what extent candidates meet the admission criteria. Candidates are usually required to present: a cover letter, CV including presentation of him/ herself in a written or video format, grade list, diploma/ degree certificate, recommendation letter etc. On this basis candidates are invited to participate in the selection procedure where they fill entry questionnaires, are interviewed, do individual or/ and group assignments, role playing, various tests, surveys etc. The choice of admittance criteria and the strictness of their application depend on the number of interested candidates, the conditions under which public subsidies are offered and the organisation's needs. Therefore, the criteria should be agreed upon between universities and financers/ funders.

Assessment of trainees and certification

Mentors and supervisors monitor trainees on the basis of the trainee's use of critical incident diaries, log books, or portfolios, of work-based 'products' accompanied by evaluative comments highlighting what has been learnt. Other approaches could be testing out and

reapplying learning through discussion. Assessing strategies should include: what will be assessed, and for what purpose, who will be involved in carrying out the assessment, what criteria will be applied, and in what form will public recognition of the learning be provided (Little, 2000).

"Multiple and rigorous sources of information for assessment process is needed (e.g., up to date records of tasks and reflections in work-based learning, student journals, supervisors' comments, competence against the relevant industry standards and direct observation of competencies performed in workplace settings). Reflective processes may be captured through e-portfolios, portfolio building, journals and post experience reports and presentations that can be peer-assessed, self-assessed and or assessed by academics" (Henderson and Trede, 2017).

The WEXHE cases show that assessment and certification of trainees are an internal matter of organisations and that they are highly integrated into regular monitoring and appraisal of work processes. However, some traineeship programmes specify assessment and certification procedures and instruments applied in organisations by trainees and their mentors and supervisors. Frequently mentioned assessment instruments are:

- Trainees' records/ diaries on daily/ weekly activities
- Trainees' written reports on the projects' realisation, process and results
- Trainees' physical/ oral/ video presentations of project results
- Trainees' self-assessment or peer assessment
- Group meetings of mentors/ tutors with their trainees
- Examination of trainees during or at the end of coursework
- Supervisors'/ mentors' performance appraisal and feedback to trainees

Assessment methods and instruments should be specified in the traineeship programme in order that every trainee and mentor/ supervisor knows them in advance. Special attention should be paid to the assessment of competences specified in the programme.

The WEXHE cases demonstrate that certification of a traineeship is predominantly internal. This also applies to universities. At some universities traineeship is linked to or integrated into the study programmes. Trainees are awarded credits which they can use if they continue their education and receive certificates when they finish their traineeship. This practice provides the traineeship with public recognition if the traineeship is attached to programmes that are publicly accredited. Many trainees do not get employment at the employer that provides the traineeship. This is why a publicly recognized certificate issued by the employer or the university may help them when applying for jobs at other employers. This practice benefits also the employers, since it provides more transparency in the labour market.

ORGANISATIONAL ARRANGEMENTS AND PROCEDURES REGARDING LEARNING AND TRAINING

A learning module includes elements that are closely focused on the learning process. In order for learning to run smoothly, some organisational arrangements are required. The key arrangements are described on the following pages with a focus on the roles of universities and their foundations.

"High-quality work-based… programs consist of: a clear agreement between the participant and the sponsoring employer, an authentic work experience, structured learning activities aligned with the work experience and a culminating assessment and recognition of skills… The programme should include a clearly articulated agreement between the employer, participant and education institution or intermediary organisation that identifies expectations for each partner and the general structure of the experience" (Kimberly and Brent, 2016).

Process specification – sequence and description of activities

The traineeship process is composed of several activities and steps. They will be shortly described in terms of 'who does what'. It should be noted that universities can implement a traineeship programme only in cooperation with employers. With respect to this universities may agree with employers on different models of sharing responsibilities. On the one extreme employers may carry out the majority of tasks, and on the other extreme universities can take responsibility for most of them. The main steps are visible in the diagrams 1 and 2. In the first diagram several responsibilities are delegated to employers (and not mentioned here), and in the second one they are retained by the universities. In the first case, the main task of the universities is to find and select appropriate employers who are interested in providing traineeships and to evaluate the possible realisation of programmes. The implementation of programmes is left to employers. In the second case, a more active role of universities is required because several interactions with employers are needed. Some mixed solutions in the sharing of responsibilities are also possible. Some steps require deeper expertise which can only be mentioned and not presented in detail in this text.

In some countries, e.g., in Spain, universities established special foundations in cooperation with employers and other partners. Their role is, among others, to act as an intermediate between the universities and employers. They function as clearing houses/ meeting points for universities and their students and employers. In some cases universities shift most of their responsibilities for traineeship to the foundations.

- **Graduates employability analysis** Universities are supposed to monitor employability of their graduates and they should pay particular attention to those who have difficulties to find employment, meaning that their time of job search is getting longer and their unemployment rate is increasing beyond average. In such a case, universities

should not only consider the reduction of the number of study places in a particular programme or adjust the curriculum, but also how to assist those students who have recently graduated. Assistance might be needed by graduates who finished some traditional study programmes where the demand for graduates is falling, and also by those who finished newly launched programmes which are not yet well known among employers. Traineeship is one of the options for assistance where universities help graduates in establishing contacts with employers that are ready to take them on training.

- A **Training needs analysis** is a part of the employability analysis. It should point out which competences should be developed by graduates in order to increase their employability. To some extent, missing competences depend on the area of study. However, the WEXHE cases show that generic/ transversal skills and competences are most needed and required in all the fields. The training needs analysis should be performed in cooperation between universities and employers. It serves as a basis for the elaboration of a traineeship scheme. An employability analysis is made by a university or a mixed expert group.

- **How to attract employers?** This is one of the crucial steps. It is easier for the universities which traditionally cooperate with employers and keep links with them active. Where there is no tradition, universities must put much more efforts in convincing employers that a traineeship may bring them some potential employees and some new knowledge, may decrease the workload and increase their social responsibility record. The attraction of employers can be done by means of individual contacts with responsible officers or/ and alumni, or by means of a formal call for applications. A call for applications must specify what kind of training is expected (duration, professional field, etc.) and under which conditions (mentors, payment to trainees, subsidies, evaluation and administrative tasks, etc.). It should also specify the format and content of application. Subsidies to reduce the cost of training may significantly ease the attraction of employers. Some employers decide to participate in the traineeship programme if the organisational and administrative tasks are reduced to a minimum so that they can focus on the training. Attraction of employers is a task of a university traineeship scheme coordinator.

- **Selection of employers:** Assuming that there is a sufficient number of interested organisations they can be selected on the basis of set out criteria. In their applications organisations present the documents which demonstrate to what extent they meet requirements, such as traineeship programmes, workplaces and projects on which intended training would be provided, a list of qualified mentors, references on traineeship from the past, etc. Selection of organisations is done by a university traineeship coordinator who may form a special committee for this purpose.

Diagram 1: Traineeship process specification for universities – responsibilities shifted to employers
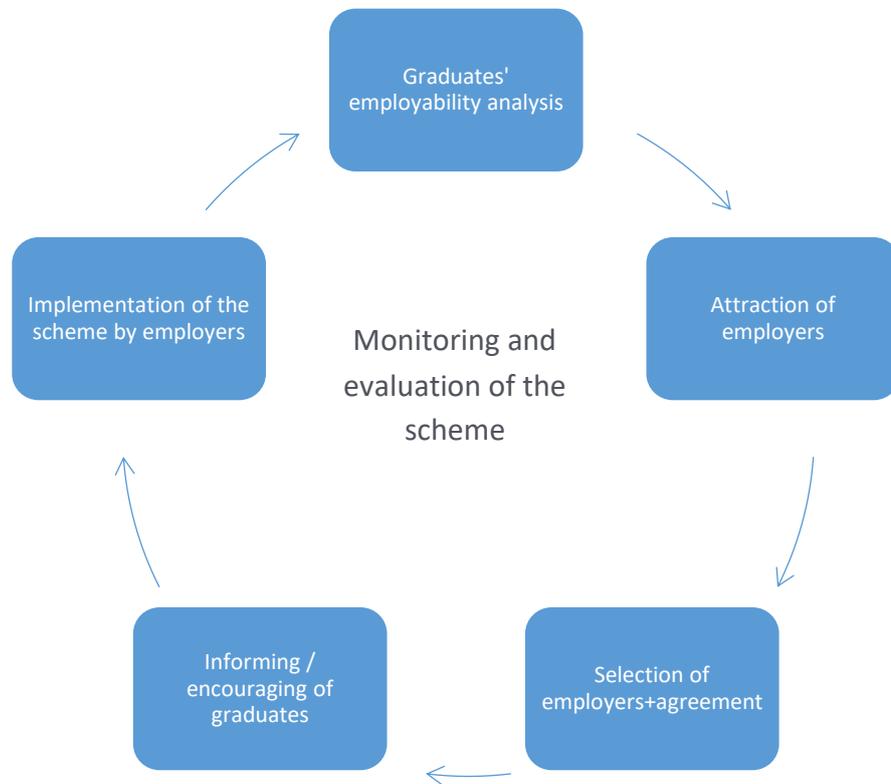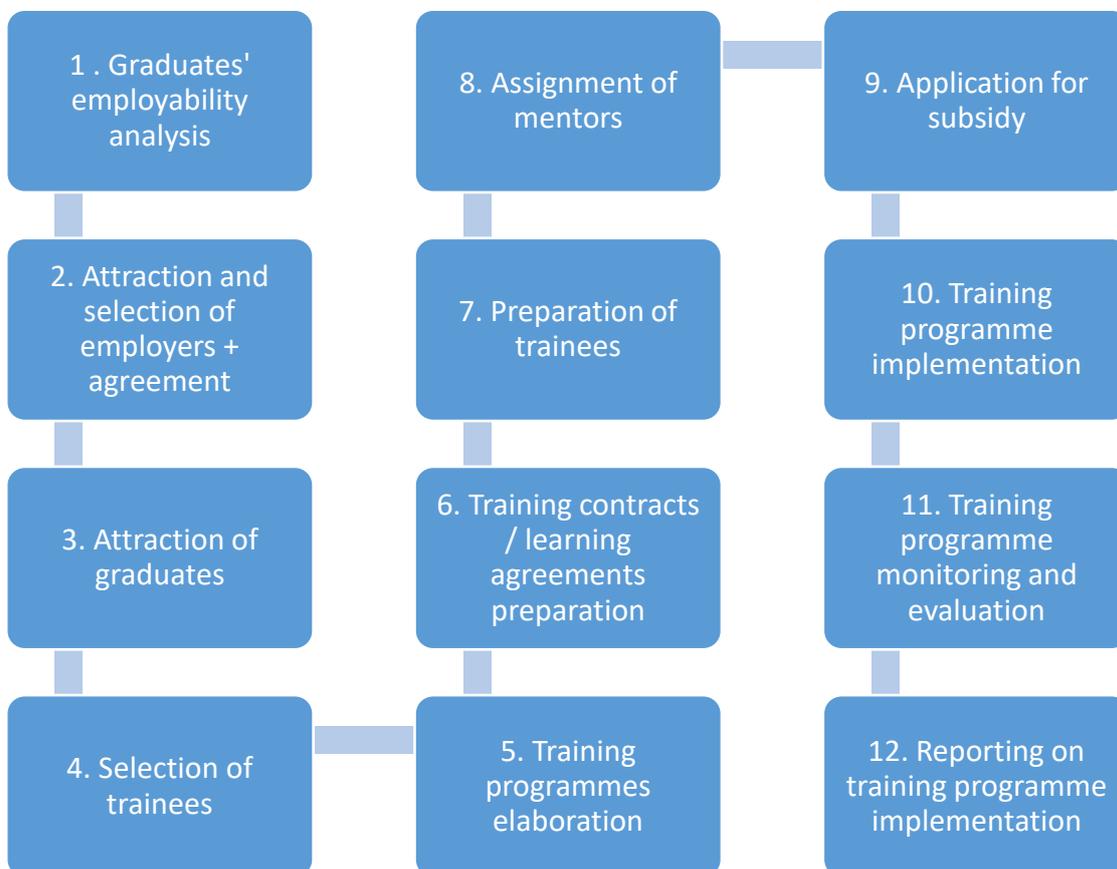
Diagram 2: Traineeship process specification for universities – sharing responsibilities with companies

1. Graduates' employability analysis	8. Assignment of mentors	9. Application for subsidy
2. Attraction and selection of employers + agreement	7. Preparation of trainees	10. Training programme implementation
3. Attraction of graduates	6. Training contracts / learning agreements preparation	11. Training programme monitoring and evaluation
4. Selection of trainees	5. Training programmes elaboration	12. Reporting on training programme implementation

- **Agreement on cooperation in the traineeship scheme between employer and university:** Agreement is a formal act, which determines the division of labour and responsibilities between a particular employer and university. It may determine that all further activities concerning training of a certain number of trainees will be taken over by the organisation except for informing and encouraging students and external monitoring and evaluation of training. On the other hand, it may determine that for the majority of tasks, such as recruiting graduates, selection of trainees, training programmes elaboration, training contracts and learning agreements, application for subsidies and reporting the university will take responsibility. In such a case, an organisation would narrow the focus on training, including the assignment of a mentor. When a university takes the majority of responsibilities it should closely cooperate with the employers in carrying out the training programmes effectively.

- **Informing/ encouraging and attraction of graduates:** Informing and encouraging of graduates to apply for traineeship is an important specific step when the majority of the consecutive steps are made by the employers themselves. Universities have the information to determine which graduates fit the eligibility criteria that have been set best, and they may have the addresses to contact them directly or via university and other professional media. They inform potential trainees about the possibility of traineeship and who are the interested employers. Graduates can contact and apply to employers directly. A standard form of attracting potential trainees is a call for applications to which potential trainees may respond. This step follows or is included in the information and encouragement activities addressed to graduates. In case graduates face difficulties in getting jobs, a good response is to be expected. Attraction of candidates for traineeships is a task of a university traineeship coordinator -unless this task is shifted to employers.

- **Selection of trainees:** Assuming that there are enough candidates for the traineeship the next step is to select the desired number of trainees. This is determined by the number of training places provided by the employers. In the selection procedure the main check is to what extent candidates meet the admission criteria. These can be rather simple, e.g., the area of study/ graduation, the length of job search and the content of traineeship offered by employers. Additional criteria, such as social background of candidates and their vulnerability may be taken into account also. This information is often available at the university directly and candidates do not need to provide it themselves. The selection of trainees is made by the university coordinators. One of the specific parts of a trainee's recruitment may be that it involves assessment of the candidate's competences, which serves as a basis of individual training programme elaboration. This is recommended especially in case graduates come from different study fields. Candidates may be asked to respond to an 'expectations survey' also. Although the responsibility to select trainees is left to the university, a final decision who to accept for a traineeship is usually left to the employers who choose

from among the eligible ones. They may be interested to form teams of trainees where previous knowledge and skills, and personalities of trainees play an important role.

- **Preparation of trainees for traineeship:** Trainees must be informed and instructed on organisational and work process regimes, work security, codes of behaviour, rights and duties, (traineeship) application methods, selection procedures, etc. An interview with each trainee is recommended to find out his/ her preferences and expectations, eventual worries, strengths and weaknesses regarding traineeship, relevant prior knowledge, personal characteristics etc. This preparation can be done at the university in cooperation with employers with special involvement of the student's mentors and coordinators of the traineeship.

Along with the increasing mobility of students, international traineeship of graduates also increases. This means that universities provide placement for incoming graduates and expect placement for their outgoing ones. In principle placement of foreign graduates is organised in the same way as for home ones. However, due to cultural differences and differences in institutional arrangements between countries some additional preparation of incoming graduates is required. For instance, graduates should be familiarised with cultural differences and specifics of labour and education legislation giving them different rights and requiring different duties than at home. In some cases graduates should be additionally insured in case of work accidents, liability, etc.

- **Training programmes elaboration:** It is desirable that every trainee gets his/ her formal individual training programme. In the programme all the elements from the training module are specified for a particular trainee. There is a description of goals and objectives, competences to be developed, expected learning outcomes, and forms and methods of training to be implemented. In addition, the training programme should also include the length of training, the organisational units in which training will take place, outputs a trainee is expected to deliver, methods of assessment, rules of conduct etc. A training programme is best elaborated by the training specialists at the university and at the employer. Consultation with the prospective mentors is desirable. At the university a coordinator of training may step in. A training programme is usually included in the training contract, which is signed between a trainee and employer.

- **Training contracts and learning agreement preparation:** A training contract is a variant of an employment contract. It is provided for the duration of the traineeship. It sets out the rights and duties of a trainee according to the country's labour legislation, and with some specifics of the organisation that fit into the general legislation framework. Among the included rights are the right to be remunerated for work done, the right to work safety and to be insured, the right to privacy and to union participation, etc. A training contract specifies also general duties and responsibilities of the trainee.

"The programme should include a clearly articulated agreement between the employer, participant and education institution or intermediary organisation that

identifies expectations for each partner and the general structure of the experience" (Kimberly and Brent, 2016). This is a **learning agreement,** which describes responsibilities of trainees, is prepared on the basis of a traineeship programme, and is designed individually for every trainee. It sets out the tasks and projects to be assigned, the work units in which a trainee will perform various tasks, expected work outputs, such as reports, products and their presentations, courses and other forms of learning to participate in, mentors, supervisors and other persons a trainee is responsible to, the ways of communication with them, etc. When universities are responsible for the preparation of a training agreement it is a tripartite act signed by a trainee, an employer and a university. Training contract and learning agreement are prepared by an expert on labour relations.

- **Assignment of mentors to trainees:** When universities are in charge of a traineeship one would expect that trainees get two mentors: one at the employer and the other at the university (Schmidt and Gibbs, 2009). A university and an employer may agree on one mentor only. Mentors are in regular contact with trainees throughout the traineeship period. A mentor's task is to support and empower the trainee through a relation of support and trust, which should raise the trainee's self-confidence (Clouder, 2009). The assignment of mentors is done by the coordinators of a traineeship.

- **Application for subsidy:** In some countries governments subsidize traineeships. In such a case, it is wise that the university applies for a subsidy in order to reduce traineeship and labour costs. However, universities and their foundations may also raise other resources for traineeship financing besides governmental subsidies.

- **Training programme implementation:** Training is carried out and monitored in accordance with the training programme and learning agreement. It is important that there is regular contact between trainees and their mentors. University mentors assist trainees in their career planning, in establishing contacts with employers and keeping contacts with the university. Mentors in organisations assist trainees in getting acquainted with the organisation and people working there and help to establish contacts with other trainees and their supervisors. Mentors give advice, monitor and assess trainees. Assessment results serve as a feedback to all involved in traineeship: trainees, mentors, supervisors, managers. They also serve for the selection of future employees if the employer decides to hire one.

- **Training programme evaluation:** is focused on the assessment of an individual trainee and his/ her fulfilment of the training programme, and on the general traineeship scheme involving all trainees in a certain period. To some extent evaluation is carried out during the process of training. Final evaluation is usually made at the end of the traineeship period. WEXHE cases indicate that evaluation is generally internal. Universities and employers may perform it either separately or together. However, external evaluation performed by an agency may shed a different light on the programme and may avoid some biases.

- **Reporting on training programme implementation:** Apart from the internal reporting to the management of the employer and university authorities, reporting to external authorities is required in case public subsidies are used for the financing of the traineeship. Essential in the report is to what extent the employability of graduates increases after they finish their traineeship. This report is the task of traineeship coordinator.

Roles specification – tasks and responsibilities

There are several roles involved in traineeship. How many and which ones are needed for effective training highly depends on the size of the organisation providing the traineeship. In a small organisation which takes on one or maybe two trainees at a time, the owner or general manager and his/ her secretary will do most of the jobs related to training. If necessary, they will engage some external agencies to help them. A slightly larger organisation will perhaps authorise an expert or manager to play the roles of coordinator and mentor of trainees. He/ she will cooperate with supervisors in order to implement the training programmes of their trainees. In a medium sized organisation that employs over a hundred people one can expect a small HR department having one to three experts. They take care of all the HR activities including training, and maybe ask external agencies to provide some specific services. Only in larger organisations one can expect well developed HR and related services where various specialised roles involved in traineeship evolve. From this perspective the size of organisation is important in determining the division of responsibilities for a traineeship between them and universities. Larger organisations will tend to take on more responsibilities while smaller ones will tend to leave them to the universities. The main roles are shortly specified in the following paragraphs.

- **Mentors/ tutors/ coaches.** These roles are overlapping to a great extent. The difference is rather in the name and style than in the content. Mentors at employers are chosen from among the experienced workers, although in some cases, e.g., in NGOs they might be engaged from an outside organisation, for instance to guide trainees who are supposed to take leading positions. Mentors at the universities may be (previous) lecturers of graduates or a coordinator in charge of traineeships. Mentors are assigned to individual trainees, but one mentor can assist more than one trainee at a time. Mentors can instruct trainees how to do the assigned jobs directly. However, a more important role of a mentor than direct instruction is overall guidance, support to trainees throughout their training period, empowerment for self-confidence and mutual trust building.

  A mentor helps to prepare training programmes and trainees, welcomes trainees, gives and interprets information on the organisation and its rules, as well as on the training programme, helps to establish contacts with supervisors, instructors and other trainees, suggests trainees' participation in courses, seminars, workshops etc., monitors trainees' progress, keeps regular meetings with them and gives

feedback on their training performance, discusses their career perspectives and issues that may arise, organises group meetings with trainees, enhances trainees' reflection on the training process, reports on the progress and performance of trainees, evaluate training process etc. The main responsibility of a mentor at the employer is to guide a trainee towards successful achievement of the agreed learning outcomes and to assure the trainee's integration into the organisation. The main responsibility of a university mentor is to guide trainee towards the achievement of the agreed learning outcomes, to enhance his/ her reflection on traineeship and to give career guidance.

Lester and Costley (2010) add some more functions of mentors/ tutors. *"The role of the tutor often moves, on the one hand, from being a teacher to being both a facilitator and an expert resource, and, on the other, from supervisor to advisor or 'academic consultant'... The role of a WBL tutor... will include:*

- *helping learners to become active in identifying their needs and aspirations and managing the learning process;*
- *acting as a process consultant;*
- *helping learners develop their abilities of critical reflection and inquiry;*
- *helping learners identify and work with ethical issues;*
- *helping learners make effective use of workplace resources;*
- *developing learners' academic skills and helping them use them in the workplace;*
- *providing specialist expertise, and*
- *inspiring and encouraging learners"* (Lester and Costley, 2010).

Mentoring roles have been designed in various ways. One of those is a reverse mentoring (Murphy, 2012) where the active role is taken not only by older experienced workers, but by trainees bringing new ideas and innovation into organisation. Trainees can teach experienced workers new things as much as experienced workers can. Another idea is to shift from mentoring individuals to mentoring of groups (Emelo, 2011).

It is highly desirable that people playing the role of mentors are trained for it like 'meister' at German employers. In several countries SME associations organize training of mentors who work in their organisations, including examination and certification of mentors' competences. Only mentors having official certificates are allowed to take on this role. In some countries training of mentors has been included in the national qualification frameworks, providing thus certification and public recognition to mentors. University mentors are supposed to be qualified for this role as university lecturers.

- **Supervisors/ project leaders:** *"The key qualities of WBL supervisors are emotional caring, instrumental support, guidance, and a focus on growth. The supervisors' investment of time and effort must be high from the outset and should exceed the*

typical employer-employee relationship. Both relationship and goal-directed activities are essential for mentoring success" (Kenny et al, 2015).

Supervisors are in charge of work processes in the groups of workers where trainees are placed. Supervisors could perform the mentor's role. However, trainees usually circulate between different departments where they meet and are assigned to different supervisors. The supervisors' and project leader's role is to assign tasks to trainees, instruct and guide trainees. They also assess trainees and report on their progress. Supervisors will often assign a specialist/ instructor from within his/ her employees/ staff members to train the trainee. In case of project teams one of the experienced workers or supervisors takes the lead for the duration of a project and plays the role of team coordinator and instructor of trainees. The main responsibility of supervisors and project leaders is to provide the transfer of competences from his/ her professional field and work domain to the trainee.

- **Traineeship coordinators** manage the traineeship scheme and coordinate the activities of the other personnel involved in traineeship at the employer and at the university. They also attract and select employers and keep contacts with partners of the traineeship scheme. Coordinators in cooperation with internal specialists or external agencies do everything necessary for the smooth training of graduates: employability and training needs analysis, designing the traineeship programmes, recruitment and selection of trainees, communication with and assistance to mentors and supervisors, monitoring, evaluation, and providing administrative support. The main responsibility of a scheme coordinator is to coordinate all the activities related to traineeship in terms that all the participating parties get relevant information on how to play their roles, and that all get assistance if needed.

Organisational units / groups where training is carried out

Organisational units and project groups where trainees are placed are selected in advance and included in an individual training programme. Before it is decided to place a trainee in a certain department or project team one should be sure that work processes and involved employees really enable development of the trainees' competences. The composition of working/ project/ learning teams plays a significant role where the attention should be paid to previous knowledge, competences and skills of trainees and to their personalities combined with characteristics of other participants in the teams. It is highly desirable that tasks to be assigned to a trainee and topics to be addressed in the projects are determined in advance and are structured over time in a way that they are challenging enough and not too demanding at the same time. This should be checked by the coordinators who must assure that certain units or/ and projects can receive a trainee with full responsibility. This

requirement must be especially accentuated when universities leave major responsibilities for training to employers.

FINANCING

Traineeship infers certain costs to the universities, traineeship providers and trainees. However, it brings them benefits also. Essential costs and benefits of all three partners are presented in table 5.

There are some issues to be addressed in relation to the costs and benefits of traineeship.

The first is the amount of costs mentioned. This highly depends on the number of graduates on traineeship, on the type of traineeship which can be less costly in cases of the office work and regular work processes than in the cases of the production and project work, on the generosity of remuneration of trainees etc.

The other question is who is to bear the costs. Traineeship providers who offer only a few posts usually cover these costs in terms of additional work burdens and eventual lower productivity of supervisors, mentors and instructors. Therefore, many of them engage trainees in regular work processes in order to compensate these costs and costs of salaries by contribution of trainees to the production output. Traineeship costs may increase substantially in the organisations that offer bigger numbers of posts. In addition to the time spent by supervisors/ mentors/ instructors and financial compensation of trainees they need additional staff (coordinators, HR officers, administrators) to manage the whole traineeship process. Some organisations, especially SMEs complain about the administrative costs (time spent) related to traineeship, such as filling of various registration, assessment and evaluation forms, preparation of learning agreements and reporting to universities and public authorities. These organisations usually cannot compensate all the costs by trainees' labour and count therefore on long-term benefits. In addition, in some cases they receive subsidies or/ and tax allowances out of governmental traineeship enhancement schemes. However, it is important to stipulate in this context that the instrument of traineeship has proven to be a rather cost-effective instrument to select and hire new staff as is also indicated in table 5. Universities bear primarily additional labour costs. It is expected that they cover them out of their regular budgets since traineeship represents to some extent a corrective mechanism to education programmes and process deficiencies carried out at the universities.

The third issue is whether the trainees can be expected to bear some costs of training. In the European context this would be rather strange and even ethically problematic. Traineeship is considered to be a specific labour relation regulated by the labour legislation which gives trainees similar rights as to the regular employees. Employers who search new talents and who take traineeship as an instrument of recruitment take this arrangement as normal. However, those employers who see traineeship rather as their social responsibility than a useful recruitment instrument often hesitate to offer training posts arguing that benefits do not outweigh the costs. That is why the state traineeship schemes which offer subsidies and

tax allowances to employers who provide traineeship are beneficial, particularly for those graduates who have difficulties to find employment. In addition to the national schemes, EU Erasmus programme offers money for international traineeship which can help students from lower income classes in particular to find training posts and gain international experiences. Another ethical problem is so-called exploitation of a cheap labour. This would occur in case that trainees are placed into regular work processes without any compensation, bearing their costs of travel, insurance, dress etc. themselves, and being left without a predesigned traineeship programme and without proper supervision. Even if trainees are modestly compensated for their work, which usually is the case, and left without a proper training this can be considered as a misuse of a traineeship. When universities coordinate traineeship, this should not happen.

The fourth issue is that traineeship brings more costs than benefits in a short term and that benefits outweigh costs only in a long-run. This makes some employers hesitant about providing traineeship to graduates. Among them there are especially those who are in economic difficulties and those without long-term development ambitions. Such employers do not understand traineeship as a development investment but as a cost and do not pay much attention to the social responsibility. In such cases the involvement of the national or regional state, the EU, the foundations etc. with their financial support to traineeship is practiced in some countries.

The WEXHE cases demonstrate that traineeship may be organised in a rather modest way, meaning that there is a modest payment to trainees, trainees are not sent to additional courses and conferences, there is few investments in additional facilities and projects for the work of trainees, and rewards to supervisors and coordinators are modest - if given at all. The crucial point is that well trained supervisors and mentors are provided. The opposite situation can occur in case of rich universities and traineeship providers that can raise enough resources to organise trainees' work placements. In some countries, governments offer subsidies to traineeship providers, which decreases the amount of their investments. However, government schemes usually only allow for modest financial solutions. The WEXHE cases show a great variety of financial arrangements: from a full salary to low payment for the trainees, from coverage of all costs by traineeship providers to payment to companies by universities for the traineeship and even totally voluntary traineeship practices based on existing resources of all partners.

Table 5: Costs and benefits of traineeship

PARTNERS	COSTS	BENEFITS
TRAINEESHIP PROVIDERS	Labour costs expressed in terms of time or additional jobs: - Supervisors/ mentors/ instructors - Coordinators/ HR officers - Trainees' salaries/ insurances Material costs: - Equipment (machines, tools, PCs…) - Working space in offices and other work places - Material needed in projects and regular work Administrative costs to match legislative and public schemes' requirements	Subsidies/ tax allowances received from eventual public traineeship schemes – reduced labour and material costs Decreasing long-term recruitment costs: - Identification of talents - Motivation of potential employees - Socialisation of potential employees - Assessment of potential employees Acquirement of new ideas and technologies Training and career development of own trainers: supervisors/ mentors Disburdening of existing employees Improvement of public image/ social responsibility
UNIVERSITIES	Labour costs expressed in terms of time or additional jobs: - Mentors - Coordinators/ administrators Material costs: workplaces and equipment for additional staff	Increasing employability of graduates Correction of education deficiencies Improving public image/ social responsibility Improving cooperation with employers
TRAINEES	Costs of travel, meals, dresses, additional insurances	Temporary employment and salaries Familiarization with organisational culture and work environment Development of realistic expectations about work Development of organisation and job specific competences Increasing employability Permanent employment and career prospects

QUALITY ASSURANCE, EVALUATION AND ACREDITATION

Quality assurance, evaluation and accreditation of traineeship remains internal in most of the WEXHE cases. However, some traineeship programmes specify quality assurance and evaluation activities that trainees and their mentors and supervisors are expected to perform. The **quality** of traineeship is usually assured by:

- Well prepared training programmes tailored to individual trainees
- Good preparation of graduates before they go on training/ start their traineeship
- Learning agreements
- Training of mentors, instructors, supervisors for their teaching and coaching roles
- Mentors/ instructors counselling and giving advice to trainees
- Regular meetings of mentors/ tutors with their trainees including their reports to coordinator
- A strong coordination by the university

Evaluation provides feedback to the quality assurance. It can be performed by those involved in traineeship – internal evaluation or by externals, e.g., evaluation agencies. There could be an overall evaluation of a traineeship scheme with the accent on its effectiveness and efficiency, satisfaction of participants etc., or a more focused one, e.g., on the roles of employers, universities, foundations, mentors and coordinators, on the quality of traineeship programmes and learning agreements, etc. It can take various forms, such as:

- Trainees' evaluation of traineeship programme and its realisation by means of questionnaires
- Trainees' evaluation of course work and lecturers by means of questionnaires
- Supervisors'/ mentors' evaluation of traineeship programme and its realisation by means of questionnaires or by means of reports to the programme coordinator
- Evaluation seminars/ workshops organised for the group of trainees
- Coordinators' evaluation and reports
- External agency's evaluation.

There are two important things related to the evaluation. The first is that evaluation of a traineeship should be structured in every organisation as a system of permanent activities ranging from training needs analysis and problems related to it, goals setting, choice of measures to attain goals, implementation of measures, monitoring of the training process and valuation of the results. The number of evaluation activities should not be too large and they should not be too demanding in terms of time and administration procedures/ activities which employers are complaining about. Second, the evaluation criteria should be specified. Among those, special attention should be paid to meeting the goals and objectives of a traineeship programme, i.e., to what extent the competences and skills specified in the

programme are developed in the course of the traineeship and to what extent the learning outcomes are achieved.

When universities design and coordinate a traineeship programme which is carried out in various employers' organisations and when public money is involved, it is recommended that an external evaluation is made. The agency performing the external evaluation may check the internal organisations' reports, reports prepared for the financer/ funder, and collects additional information by means of interviews, for instance.

The WEXHE cases show that there is no special attempt to get traineeship programmes publicly accredited. Some universities link traineeship schemes to study programmes and thus make them indirectly accredited and publicly recognised. This happens when a successfully finished traineeship provides trainees with credit points which can be taken into account in case of further studies, or when a traineeship is organised as a part of an accredited programme. In some countries there is a possibility to accredit traineeship that includes individual training programmes as a specific study module in the national qualification framework.

From the perspective of individual trainees, public accreditation and recognition of traineeship programmes would ease their mobility between employers, although internal certificates issued by renowned employer may serve as a good reference anyway. Public accreditation of traineeship programmes may be beneficial for employers if practiced by all since it increases the mobility and availability of talented human resources.

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APPENDICES

Appendix 1 – Examples of cases that illustrate traineeship for universities:

Program Step (Spain)
Postgraduate Diploma in Education (United Kingdom)

Appendix 2 – Examples of courses offered to trainees

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Module	Type	Content	Purpose	Duration (suggestion)
Building the future of the organisation – What is the vision of the organisation?	Knowledge	An elaboration of the vision of the organisation	To give trainees insights in the future of the organisation: Building on the future	1-3 hrs
Introductory Round in the organisation	Knowledge and Experience	Trainees go in the organisation and meet all departments	To give trainees insights in what happens within the organisation, to know where departments are located and to understand possible cross-links	Depending on the size of the organisation (4hrs – 1 day)
Writing (Policy) reports	Skills	Examples, templates, considerations, role, importance	To make trainees aware of the role of (policy) reports and to transfer	2 hrs

			knowledge on how to write them	
Philosophy in daily professional practice	Self-Reflection and Deepening	Reflect on ones work/reasoning from a philosophical perspective	To make trainees reflect on and deepen their insights regarding work related work values, 'What does your work mean to you?'	3 sessions of 3 hrs
Finances within the organisation	Knowledge	Discuss the financial situation: What are the revenues of the organisation? Are there external cash flows? What are big cost items?	To give trainees insights in the financial situation of the organisation and learn how the finances are managed	Depending on the size of the organisation (4hrs – 1 day)
Policy and Developments	Knowledge and Experience	Developments in and outside the organisation and what the consequences are (national and EU policy, regional partnerships/collaborations etc.)	Insights in the future of the organisation	1 Day
MBTI	Personal Development	Myers-Brigg Type Indicator. This is an introspective self-report questionnaire with the purpose of indicating differing psychological preferences in how people perceive the world around them and make decisions.	To give trainees insights in their behaviour and attitude towards others, in the context of the organisation	3 hrs
Communication	Knowledge	Corporate communication, labour market communication, marketing communication,	To transfer knowledge to	3 hrs

		organisation specific communication	trainees about the	
Personal Leadership	Self-reflection and deepening	Deepen and develop self-understanding, relate it to the work environment by simulating various work situations.	Increase the personal effectiveness of trainees, improve communication	1-3 days
Assertiveness Training	Self-reflection and skill	Trainees who struggle with saying no can reflect during this module on ones boundaries. What are tools and strategies that can be used to protect boundaries?	Give trainees insights in their personal boundaries and give them the tools on how to protect these boundaries	3 sessions of 3 hours
Information Technology	Knowledge and skills	What is the role of IT in the organisation? Also develop and improve the IT Skills of Trainees (e.g. editing or setting up websites, using social media, using the intranet of the organisation etc.)	Make trainees aware of the role of IT and improve their it-skills	2-3 hours
Project Management	Knowledge and skills	How are project managed within the organisation? What kind of tools are used (e.g. agile, scrum and lean)	Acquaint trainees with project management processes in the organisation and give them tools how they can manage a project	4 hrs – 1 day
Change Management	Knowledge and skills	How to prepare, equip and support change in an organisation, a team or	Make trainees aware of change	4 hrs – 1 day

		individual. What tools can be used?	management processes	
Presentation skills	Skills	Practice presentation skills by for example practicing an elevator pitch.	Learn trainees how they can present themselves best	3 hours

Appendix 3 – Example of a Traineeship Contract

> The Traineeship Contract presented below is based on information from the WEXHE case studies.

TRAINEESHIP CONTRACT

BETWEEN:

Organisation - Name: _____

Address: _____

City and Postal Code: _____

Country: _____

Telephone number: _____

Represented by: _____
in the capacity of _____

Hereinafter referred to as the **"Traineeship Provider"**.

AND:

Trainee - Name: _____

Date of Birth: _____

Address: _____

City and Postal Code: _____
Country: _____

Telephone number: _____

Email address: _____

Emergency number: _____

Hereinafter referred to as the **"Trainee"**.

Hereinafter jointly referred to as the "**Parties".**

The Parties declare that they agree upon the following:

1.   The Traineeship Provider enables the Trainee to participate in a traineeship programme during

the period of _____ 20 _____(date) up to and including _____20_____(date)

for _____ days per week, _____ hours per day.

2.   During the traineeship period the Trainee will carry out the following tasks:

3.   The Traineeship Provider will provide the Trainee with the best possible supervision and guidance over the course of the traineeship programme. The Trainee will have regular meeting sessions with an employee who is qualified and/or experienced enough to guide the trainee.

Additional supervising and/or mentoring arrangements include:

4. The Trainee declares that he/she will act according to all valid rules, instructions, and directions (including which possible regulations concerning trade secrets) with regard to the well-being and functioning of the organisation providing the traineeship. In case the trainee does not meet the obligations, the traineeship may be ended at once.

5. The Trainee will receive a gross salary of _____ (amount in national currency) per month to be paid by the Traineeship Provider at the end of every month until the end of the contract.

   The trainee acknowledges that he/she cannot claim additional compensation for their traineeship activities than the financial compensation described above.

6. The Traineeship Provider will reasonably reimburse the trainee for any costs made related to the Trainee's occupation.

   Any additional training costs made, up to _____(amount in national currency) will be borne by the Traineeship Provider.

7. The Trainee has the right to have _____ paid working days as annual leave of which the trainee can take up _____ working days contiguously. The holiday allowance will be _____% of the gross annual salary.

8. The Traineeship Provider is liable for damages sustained by the trainee as a result of traineeship activities, excluding cases where damage is the result of intent or neglect on the part of the trainee.

9. The Traineeship Provider is allowed to use the results of the traineeship for internal use.

10. Supplementary Regulations:

To be completed and signed (in duplicate) by:

❖ On behalf of the Traineeship Provider:

Name:

Position:

Signature:

Date and Place:

The Trainee:

Name:

Signature:

Date and Place:

LEARNING AGREEMENT

> The Learning Agreement presented below is based on information from the WEXHE Traineeship Case Studies.

(This document is to be completed by the trainee in close cooperation with the trainee's supervisor.)

BETWEEN:

Trainee -   Name: _____

Date of Birth: _____

Address: _____

City and Postal Code: _____

Country: _____

Telephone number: _____

Email address: _____

Emergency number: _____

Hereinafter referred to as the **"Trainee"**.

AND:

Supervisor –   Name of the Organisation: _____

Address: _____

City and Postal Code: _____

Country: _____

Name of the Supervisor: _____

in the capacity of _____

Telephone Number: _____

Hereinafter referred to as the "**Supervisor**"

Hereinafter jointly referred to as the "**Parties".**

The parties have agreed upon the following:

❖ **Detailed description of the Traineeship Programme**

(Include in this section the tasks/projects of the trainee, the expected work outputs and the departments that are involved.)

❖ **Learning Outcomes: Competences to be acquired**

❖ **Arrangements for Supervision, Mentoring and Evaluation**

(Include in this section the frequency in which supervisor (and/or mentor) and

trainee meet. If applicable, give a detailed description of the mentoring structure)

To be completed and signed (in duplicate) by:

❖ The Trainee:

Name:

Signature:

Date and Place:

❖ The Supervisor:

Name:

Signature:

Date and Place:

What is Mentoring?

Mentoring is a valuable characteristic of a traineeship programme. A mentor is an experienced, knowledgeable and successful employee who supports the trainee's personal development and growth within the organisation. Mentoring is a form of guidance that focuses on raising awareness and changing working behaviour. It is relationship-oriented and enhances an employee's self-learning ability.[1]

Mentoring relationships are personal. There is direct interaction between mentor and trainee in which **trust** is the foundation. It seeks to provide a safe environment where the trainee shares whatever issues affect his or her professional and personal success. Although specific learning goals or competences may be used as a basis for creating the relationship, its focus goes beyond these areas to include things such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.[2]

It is important to make a distinction between a mentor and a professional coach. A mentor guides a trainee from his or her personal experience within an organisation, while a coach supports an employee in his or her development based on behavioural scientific expertise. Furthermore, a coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions, while mentoring requires time in which both partners can learn about one another and build a climate/atmosphere/relation of trust that creates an environment in which the trainee can feel secure in sharing the real issues that impact his or her success. Successful mentoring relationships cover a longer period, preferably at least 9 months to one year.[3]

Why Mentoring?

Mentoring gives a trainee practical tools and tips to realise ambitions, but also the opportunity to talk about career steps outside a hierarchical setting. It can give more clarity about profile and on the (career) route to take (Where do you want to go and how do you get there?).[4]

A mentor can help with (for example):

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[1] Cindy Dibete and Alex Misch, "Insights into Mentoring" in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 63-68; Simon Jenkins, "David Clutterbuck, Mentoring and Coaching", *International Journal of Sports Science & Coaching* 1 (2013), 144.

[2] Dibete and Misch, 67.

[3] Kay Irissou, "Coaching and Mentoring - the definitions" in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 19-23; Supporting Documents of the WEXHE Traineeship case: UMCG NEXT

[4] David Clutterbuck, *Everyone needs a mentor:* Fostering Talents at Work, (London: Charted Institute of Personnel and Development, 2004), 20 mentioned in Simon Jenkins, "David Clutterbuck, Mentoring and Coaching", *International Journal of Sports Science & Coaching* 1 (2013).

- Identifying (realistic) ambitions and plan a career[5]
- Building up a social network[6]
- Gaining insights into strengths and weaknesses[7]
- Advising on useful study programmes and training opportunities[8]

The mentoring relationship should be valuable for both the mentor as the trainee. The mentor shares knowledge and skills with the trainee, while the trainee offers new perspectives and insights in possible bottlenecks in career development. Mentoring benefits the organisation as a whole by making the flow of talent subject for discussion.[9]

What is the role of a mentor?

The most important task of a mentor is to support the mentee (trainee) by giving feedback and exchange experiences in order to continue his/her growth within an organisation.[10] The mentor listens, asks questions, fleshes out ideas and reflects on the feelings of the trainee.[11] A mentor can provide a trainee with the following:

- **Encouragement.** The mentor stimulates the mentee to develop particular skills and to take up the right attitude.[12]
- **Guidance aimed at professional development.** The mentor supports the trainee in an area in which he or she lacks certain competences, for example in managing or financial management.[13]
- **Advice.** The mentor gives the trainee advice on the steps to be taken in order to work on his/her career.[14]
- **Contacts.** The mentor introduces the trainee to his or her (informal) networks.[15]
- **Insights.** The mentor provides the trainee with insights on what it means to fulfil a more senior position, which bottlenecks can occur and on possible problem-solving strategies.[16]

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[5] Supporting Documents of the WEXHE Traineeship case: UMCG Next.
[6] Idem.
[7] Supporting Documents of the WEXHE Traineeship case: UMCG Next.
[8] Idem.
[9] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html
[10] Simon Jenkins, "David Clutterbuck, Mentoring and Coaching", *International Journal of Sports Science & Coaching* 1 (2013), 144.
[11] Ibidem, 142.
[12] Supporting documents of the WEXHE Traineeship case: UMCG Next.
[13] Idem.
[14] Supporting documents of the WEXHE Traineeship case: UMCG Next.
[15] Idem.
[16] Supporting Documents of the WEXHE Traineeship case: UMCG Next.

How to set up a mentoring structure?

Considering that mentoring is all about a good relationship, matching a trainee with a mentor can take some time. [17] Usually, a matching procedure starts two to three months after the start of a traineeship so that the trainee can adjust to the new organizational environment. International Standards have been developed, against which mentoring programmes can be benchmarked.[18] Looking to these standards and the WEXHE cases a mentoring structure can look as follows[19]:

❖ **Selection and Matching Processes (**Month 1 - 2)
A trainee is prompted to think about what he or she looks for in a mentor at the start of the traineeship. A trainee can think about personality traits, background, experience, position. What may help is if a trainee considers what he or she is missing in the guidance from his/her executive, colleagues and traineeship coordinator.[20]

Based on the preferences of the trainee, the coordinator makes a selection from a pool of staff members who have signed up to be a mentor. The mentor should be an employee who has nothing to do with the activities of the trainee and has had (additional) training to become a mentor. A potential mentor is introduced to the trainee and a kick-off meeting is set up.[21]

❖ **The Kick-off Meeting (**Month 2 - 3)
A kick-off meeting takes up around 1.5 to 2 hours for the required conversational depth. This first meeting can include the following elements:
- Acquaintance[22]
- Exchanging experiences and expectations
- Taking stock of themes to be discussed.
- Confidentiality – Everything that is discussed between mentor and trainee should stay between them. As mentioned above, **trust** is an important pillar of the mentor-trainee relationship.[23]

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[17] Niël Steinmann, "Does formal mentoring really work?" in in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 60-61.

[18] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27

[19] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27
Supporting documents of the WEXHE Traineeship case: UMCG Next.

[20] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27

[21] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27
Supporting documents of the WEXHE Traineeship case: UMCG Next.

[22] Supporting documents of the WEXHE Traineeship case: UMCG Next.

[23] Marius Meyer, "Wisdom from Professional HR Mentors", in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 84.

- First Go-No Go – If there is no connection, the trainee should decide whether he or she wants to continue with this mentor.[24]

❖ **Continuation of the mentorship** (Month 3 – End of Traineeship)
Mentoring meetings take place every 6 to 8 weeks. These meetings between mentor and mentee each take up to 1.5-2 hours. Building a relationship takes time. Therefore, it can be helpful to have **an evaluation** after three meetings to see whether mentor and trainee are still a good match (Second Go-No Go).[25]

- The trainee has to come **prepared** to the meetings by making an **agenda** with issues and themes that currently are on the his/her mind. The trainee shares this agenda and other potentially relevant information with the mentor.[26]
- **During the meeting**, the trainee elaborates on the issues and/or questions on the agenda, after which the mentor and trainee have a reflective, investigative and open dialogue.[27]

   According to David Clutterbuck, a HR professor specialised in mentoring, a conversation in mentoring has seven layers of increasing depth and impact beyond the level of a transactional conversation (a formalised exchange that is polite but restrained to very specific intentions):
   "i) *social dialogue* – is about developing friendship and providing support/encouragement;
   ii) *technical dialogue* – meets the trainee's needs for learning about work processes, policies and systems;
   iii) *tactical dialogue* – helps the trainee work out practical ways of dealing with issues in his/her work or personal life;
   iv) *strategic dialogue* – helping the trainee to put problems, opportunities and ambitions into context (e.g. putting together a career development plan) and envision what they want to achieve through the relationship and through their own endeavours;
   v) *selfinsight dialogue* – enables the trainee to understand their own drives, ambitions, fears and thinking patterns;
   vi) *behavioural change dialogue* – allows the trainee to combine insight, strategy and tactics into a coherent programme of personal adaptation;

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[24] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27
[25] The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27
Supporting documents of the WEXHE Traineeship case: UMCG Next.
[26] Supporting documents of the WEXHE Traineeship case: UMCG Next.
[27] Idem.

vii) *integrative dialogue* – helps trainees to develop a clear sense of who they are, what they contribute and how they fit in." [28]

A single mentoring session might involve several layers, working generally in the direction of transactional conversations to integrative dialogue.[29]

- After each point on the agenda, mentor and trainee make **joint conclusions**, set **action points** and make **agreements**. The trainee makes notes of important insights, conclusions, agreements etc. At the end of the meeting, mentor and mentee **evaluate**.[30]
- It is recommended that the trainee keeps track of all mentoring meetings in a **personal logbook**.[31]

❖ **Some Tips and Tricks**
   - For a trainee:
     - Schedule a series of mentoring meetings[32]
     - Mentorship requires intentional investments of time and energy; you get out of it, what you put in.[33]
     - Make the mentor partaker of the obtained results and gained advantages and insights[34]
     - A mentor's advice doesn't always have to be followed – as long as the advice is heard and taken into account.[35]
   o For a mentor:
     - Maintain confidentiality[36]
     - Listen both to what is being said and how it is being said[37]
     - Make sure that the set goals are truly owned by those who have to make them happen[38]

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[28] David Clutterbuck, *The Seven Layers of Mentoring*, 2010, Unpublished Paper mentioned in: Simon Jenkins, "David Clutterbuck, Mentoring and Coaching", *International Journal of Sports Science & Coaching* 1 (2013), 146.
[29] Ibidem, 146.
[30] Supporting documents of the WEXHE Traineeship case: UMCG Next.
[31] David Clutterbuck, "Next decade of coaching and mentoring", in in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 51-52;
Supporting documents of the WEXHE Traineeship case: UMCG Next.
[32] Abdel du Plessis, "Mentoring to Retain Talent", in *Mentoring and Coaching. Articles from the Human Capital Review,* eds. Nicky Neville and Adrienne Pretorius (Randburg: Knowres Publishing (Pty) Ltd, 2012), 71-72.
[33] Jenkins, 144.
Supporting documents of the WEXHE Traineeship case: UMCG Next.
[34] Supporting documents of the WEXHE Traineeship case: UMCG Next.
[35] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27
[36] Clutterbuck, "Next decade of coaching and mentoring", 51-52;
[37] "The International Standards for Mentoring Programmes in Employment", Human Capital Review, last accessed December 19, 2018, http://www.humancapitalreview.org/content/default.asp?Article_ID=27.
[38] Jenkins, 147.

- Challenge excuses – A mentor should help the trainee to honestly assess a performance.[39]

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[39] Supporting documents of the WEXHE Traineeship case: UMCG Next.

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Supporting Documents of the WEXHE cases

Learning Agreement
Student Mobility for Traineeships

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Trainee	Last name(s)	First name(s)	Date of birth	Nationality[i]	Sex [M/F]	Study cycle[ii]	Field of education[iii]

Sending Institution	Name	Faculty/ Department	Erasmus code[iv] (if applicable)	Address	Country	Contact person name[v]; email; phone	

Receiving Organisation /Enterprise	Name	Department	Address; website	Country	Size	Contact person[vi] name; position; e-mail; phone	Mentor[vii] name; position; e-mail; phone
					☐ < 250 employees ☐ > 250 employees		

Before the mobility

Table A - Traineeship Programme at the Receiving Organisation/Enterprise
Planned period of the mobility: from [month/year] ……………. to [month/year] …………….

Traineeship title: …	Number of working hours per week: …

Detailed programme of the traineeship:

Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):

Monitoring plan:

Evaluation plan:

The level of **language competence**[viii] in _____ [*indicate here the main language of work*] that the trainee already has or agrees to acquire by the start of the mobility period is: *A1 ☐   A2 ☐   B1 ☐   B2 ☐   C1 ☐   C2 ☐   Native speaker ☐*

Table B - Sending Institution

Please use only one of the following three boxes: [ix]

1. The traineeship is **embedded in the curriculum** and upon satisfactory completion of the traineeship, the institution undertakes to:

Award …….. .…ECTS credits (or equivalent)[x]	Give a grade based on: Traineeship certificate ☐ Final report ☐ Interview ☐
Record the traineeship in the trainee's Transcript of Records and Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes ☐ No ☐	

2. The traineeship is **voluntary** and, upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent): Yes ☐ No ☐	If yes, please indicate the number of credits: ….
Give a grade: Yes ☐ No ☐	If yes, please indicate if this will be based on: Traineeship certificate ☐ Final report ☐ Interview ☐
Record the traineeship in the trainee's Transcript of Records: Yes ☐ No ☐	
Record the traineeship in the trainee's Diploma Supplement (or equivalent).	
Record the traineeship in the trainee's Europass Mobility Document: Yes ☐ No ☐	

3. The traineeship is carried out by a **recent graduate** and, upon satisfactory completion of the traineeship, the institution undertakes to:

Award ECTS credits (or equivalent): Yes ☐ No ☐	If yes, please indicate the number of credits: ….
Record the traineeship in the trainee's Europass Mobility Document *(highly recommended)*: Yes ☐ No ☐	

Accident insurance for the trainee

The Sending Institution will provide an accident insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes ☐ No ☐	The accident insurance covers: - accidents during travels made for work purposes: Yes ☐ No ☐ - accidents on the way to work and back from work: Yes ☐ No ☐
The Sending Institution will provide a liability insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes ☐ No ☐	

Table C - Receiving Organisation/Enterprise

The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes ☐ No ☐	If yes, amount (EUR/month): ………..
The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes ☐ No ☐ If yes, please specify: ….	
The Receiving Organisation/Enterprise will provide an accident insurance to the trainee (if not provided by the Sending Institution): Yes ☐ No ☐	The accident insurance covers: - accidents during travels made for work purposes: Yes ☐ No ☐ - accidents on the way to work and back from work: Yes ☐ No ☐
The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution):	

Yes ☐ No ☐	
The Receiving Organisation/Enterprise will provide appropriate support and equipment to the trainee.	
Upon completion of the traineeship, the Organisation/Enterprise undertakes to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.	

By signing this document, the trainee, the Sending Institution and the Receiving Organisation/Enterprise confirm that they approve the Learning Agreement and that they will comply with all the arrangements agreed by all parties. The trainee and Receiving Organisation/Enterprise will communicate to the Sending Institution any problem or changes regarding the traineeship period. The Sending Institution and the trainee should also commit to what is set out in the Erasmus+ grant agreement. The institution undertakes to respect all the principles of the Erasmus Charter for Higher Education relating to traineeships (or the principles agreed in the partnership agreement for institutions located in Partner Countries).

Commitment	Name	Email	Position	Date	Signature
Trainee			*Trainee*		
Responsible person[xi] at the Sending Institution					
Supervisor[xii] at the Receiving Organisation					

During the Mobility

Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise (to be approved by e-mail or signature by the student, the responsible person in the Sending Institution and the responsible person in the Receiving Organisation/Enterprise) **Planned period of the mobility: from [month/year] ……………. till [month/year] …………….**	
Traineeship title: …	Number of working hours per week: …
Detailed programme of the traineeship period:	
Knowledge, skills and competences to be acquired by the end of the traineeship (expected Learning Outcomes):	
Monitoring plan:	

Evaluation plan:

After the Mobility

Table D - Traineeship Certificate by the Receiving Organisation/Enterprise
Name of the trainee:
Name of the Receiving Organisation/Enterprise:
Sector of the Receiving Organisation/Enterprise:
Address of the Receiving Organisation/Enterprise [street, city, country, phone, e-mail address]**, website:**
Start date and end date of traineeship: from [day/month/year] …………………. to [day/month/year] ……………….
Traineeship title:
Detailed programme of the traineeship period including tasks carried out by the trainee:
Knowledge, skills (intellectual and practical) and competences acquired (achieved Learning Outcomes):

Evaluation of the trainee:
Date:
Name and signature of the Supervisor at the Receiving Organisation/Enterprise:

Guidelines on how to use the Learning Agreement for Traineeships

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the traineeship period abroad and to ensure that the trainee will receive recognition in his/her degree for the traineeship successfully completed abroad.

This template is applicable to Erasmus+ mobility for traineeships between Programme Countries (KA1) and for Higher Education Capacity Building projects involving Partner Countries (KA2). Erasmus+ mobility for traineeships between Programme and Partner Countries (KA1) is not available under the 2015 Erasmus+ Call for proposals. It is recommended to use this template. However, if higher education institutions already have an IT system in place to produce the Learning Agreement or the Transcript of Records, they can continue using it, provided that all the minimum requirements listed in this document are made available. Further fields can be added, if needed (e.g. information on the coordinator of a consortium), and the format (e.g. font size and colours) can be adapted.

BEFORE THE MOBILITY

Administrative data

Before the mobility, it is necessary to fill in page 1 with information on the trainee, the Sending Institution and the Receiving Organisation/Enterprise and the three parties have to agree on the section to be completed before the mobility.

In case some administrative data is already available to the three parties, there is no need to repeat it in this template.

On page 1, most of the information related to the trainee, the sending and Receiving Organisations will have to be encoded in the Mobility Tool+ (for Capacity Building projects, in the EACEA Mobility Tool).

Traineeship Programme at the Receiving Organisation/Enterprise (Table A)

The Traineeship Programme at the Receiving Organisation/Enterprise should include the **indicative** start and end months of the agreed traineeship, the traineeship title, as well as the number of working hours per week.

The detailed programme of the traineeship period should include the tasks/deliverables to be carried out by the trainee, with their associated timing.

The Traineeship Programme should indicate which knowledge, intellectual and practical skills and competences (Learning Outcomes) will be acquired by the end of the traineeship, e.g. academic, analytical, communication, decision-making, ICT, innovative and creative, strategic-organisational, and foreign language skills, teamwork, initiative, adaptability, etc.

The monitoring plan should describe how and when the trainee will be monitored during the traineeship by the Receiving Organisation/Enterprise, the Sending Institution, and, if applicable, a third party.

The evaluation plan should describe the assessment criteria that will be used to evaluate the traineeship and the learning outcomes.

Language competence

A recommended level of language competence[xiii] in the main language of work should be agreed with the Receiving Organisation/Enterprise to ensure a proper integration of the trainee in the organisation/Enterprise.

The level of language competence[xiv] in the main language of work, which the trainee already has or agrees to acquire by the start of the study period, has to be reported in the box provided for that purpose in the Learning Agreement or, alternatively, in the grant agreement. In case the level of the selected trainee is below the recommended one when signing the Learning Agreement (or, alternatively, the grant agreement), the Sending Institution and the trainee should agree that he/she will reach the recommended level by the start of the mobility. They should also discuss and decide the type of support to be provided to the student by the Sending Institution (either with courses that can be funded by the Organisational Support grant or with the Erasmus+ OLS language courses, where applicable) or by the Receiving Organisation/Enterprise.

The Erasmus+ Online Linguistic Support (OLS) has been designed to assist Erasmus+ trainees in improving their knowledge of the main language of instruction, before and during their stay abroad, to ensure a better quality of learning mobility.

For mobility between Programme Countries, and for the languages covered by the OLS, the trainee must carry out an OLS language assessment before the mobility, and a final assessment at the end of the mobility, except for native speakers and in duly justified cases (e.g. special needs trainees).

The completion of the OLS assessment before departure is a pre-requisite for the mobility. This assessment will be taken after the trainee is selected, before signing the Learning Agreement or, alternatively, the grant agreement.

Based on the results of the OLS assessment, the Sending Institution may allocate an OLS language course to the trainees who wish to improve their language competences. More

opportunities for participants following the OLS language courses (OLS Live Coaching: MOOCs, Forum and Tutoring sessions) are available at http://erasmusplusols.eu

Sending Institution (Table B)

The Sending Institution commits to recognise the learning outcomes acquired by the trainee upon satisfactory completion of the traineeship. There are three different provisions for traineeships and Table B should be filled in accordingly:

1. Traineeships embedded in the curriculum (counting towards the degree);

2. Voluntary traineeships (not obligatory for the degree);

3. Traineeships for recent graduates.

Accident Insurance

It is highly recommended that either the Sending Institution or the Receiving Organisation/Enterprise provide insurance coverage to the trainee, and fill in the information in Table B or C accordingly. The trainee must be covered at least by an accident insurance (damages caused to the trainee at the workplace) and by a liability insurance (damages caused by the trainee at the workplace).

Receiving Organisation/Enterprise (Table C)

The Receiving Organisation/Enterprise should provide appropriate support, including mentoring, supervision and equipment, to the trainee.

The Receiving Organisation/Enterprise should also specify whether it will provide financial support and/or a contribution in kind for the trainee, on top of the Erasmus+ grant.

The Receiving Organisation/Enterprise commits to issue a Traineeship Certificate within 5 weeks after the end of the traineeship.

Signing the Learning Agreement

All parties must sign the Learning Agreement before the start of the mobility. It is not compulsory to circulate papers with original signatures, scanned copies of signatures or digital signatures may be accepted, depending on the national legislation or institutional regulations.

DURING THE MOBILITY

Exceptional Changes to the Traineeship Programme (Table A2)

Table A2 should only be completed during the mobility if changes have to be introduced into the original Learning Agreement. In that case, Table A should be kept unchanged and changes

should be described in Table A2. The two Tables should be kept together in all communications.

When changes to the traineeship programme arise, they should be agreed as soon as possible with the Sending Institution.

In case the change concerns an extension of the duration of the traineeship programme abroad, the request can be made by the trainee at the latest one month before the foreseen end date.

Changes of the Responsible person(s)

In case of changes of the responsible person(s), the information below should be inserted by the Sending Institution or Receiving Organisation/Enterprise, where applicable.

Changes of the Responsible person(s)	Name	Email	Position
New Responsible person at the Sending Institution			
New Supervisor at the Receiving Organisation/Enterprise			

Confirming the Changes

All parties must approve the changes to the Learning Agreement. The European Commission would like to limit the use of paper for exchanging documents as much as possible. That is why it is accepted that information is exchanged electronically, e.g. via email, scanned or digital signatures, etc. without the need of a paper signature. However, if national legislations or institutional regulations require paper signatures, a signature box can be added where needed.

AFTER THE MOBILITY

Traineeship Certificate by the Receiving Organisation/Enterprise (Table D)

After the mobility, the Receiving Organisation/Enterprise should send a Traineeship Certificate to the trainee and Sending Institution, normally within five weeks after successful completion of the traineeship. It can be provided electronically or through any other means accessible to the trainee and the Sending Institution.

The Traineeship Certificate will contain at least the information in Table D.

The actual start and end dates of the traineeship programme should be included according to the following definitions:

- The **start date** of the traineeship period is the first day the trainee has been present at the Receiving Organisation/Enterprise to carry out his/her traineeship. For example, this could

be the first day of work, a welcoming event organised by the Receiving Organisation/Enterprise, an information session for trainees with special needs, a language and intercultural course organised either by the Receiving Organisation/Enterprise or other organisations (if the Sending Institution considers it relevant for the mobility).

- The **end date** of the traineeship period is the last day the trainee has been present at the receiving Organisation/Enterprise to carry out his/her traineeship, not his actual date of departure.

Transcript of Records and Recognition[xv] at the Sending Institution

The Sending Institution should recognise the traineeship according to the provisions in Table B. If applicable, the Sending Institution should provide the Transcript of Records to the trainee or record the results in a database (or other means) accessible to the student, normally five weeks after receiving the Traineeship Certificate, without further requirements than those agreed upon before the mobility.

The Transcript of Records will contain at least the information that the Sending Institution committed to provide before the mobility in the Learning Agreement, i.e. the number of ECTS credits (or equivalent) awarded and the grade given (which can be expressed in the form of pass/fail).

Diploma Supplement

The information contained in the Traineeship Certificate from the Receiving Organisation/Enterprise should also be included in the Diploma Supplement produced by the Sending Institution (at least for Sending Institutions located in Programme Countries), except if the trainee is a recent graduate.

It is also recommended to record the traineeship in the trainee's Europass Mobility Document (if applicable), particularly in the case of recent graduates, and in any case when the Sending Institution had committed to do so before the mobility.

Recording the traineeship in the Europass Mobility Document is not applicable to mobility with Partner Countries which are not part of the Europass network.

Steps to fill in the Learning Agreement for Traineeships

Before the mobility

Provide **traineeship programme.**
Commitment of the three parties with original / scanned/ digital signatures.

During the mobility

If modifications **are needed:**
An agreement by the three parties on the changes is possible via email/digital signatures.

After the mobility

The Receiving Organisation/Enterprise provides a Traineeship Certificate to the trainee and sending institution within 5 weeks.
The Sending Institution recognises the traineeship and registers it according to its commitments before the mobility.

HR Department

KRKA, d.d., Novo mesto

Guidelines for Traineeship Final Reports

In line with the Chapter on education and Quality Management Standard Procedure "Education and Training in KRKA, d.d., Novo mesto", and taking into account specifics of trainees' work and training the recommendations for traineeship final reports are as follows.

Traineeship Final Report

As a part of a traineeship exam a trainee submits a written traineeship final report.

In a **traineeship final report,** a trainee deals autonomously with a chosen issue including solution proposals from his/ her work domain where he/ she is supposed to work after completion of traineeship. Final report should prove that a trainee is able to carry out tasks of a previewed job autonomously on the basis of the acquired knowledge during the education and in-depth knowledge acquired in training on his/ her work domain in the company.

Trainee's mentor decides on the title and the content of a final report. Before submission final report must be checked and signed by a mentor.

The Length and Content of Traineeship Final Report

Traineeship final report is composed of:

1. First page on which there are a title of the report, name and surname of a trainee, his/ her signature, name and surname of a mentor, and date of submission.
2. Presentation of a trainee (length of training, jobs he/ she has been trained on, other trainings he/ she took part in).
3. The description of the work domain he/ she has been trained on and presentation of a chosen issue/ topic.
4. Presentation of the issue (definition of the issue, goals, approach and methods for dealing with the issue, participating individuals, foundations and instructions for work).
5. Conclusions with the summary of findings, observations, proposals and ideas.

6. Literature.

Depending on the level of education it is recommended that the report is focused:

- On the levels 4 and 5 on the description of work procedures in a narrow work domain.
- On the level 6 detailed description of a work domain or its part including eventual deficiencies and ways of their abolishment.
- On the level 7 work process/ issue/ problem analysis including relevant conclusions, solutions and proposals from his/ her work domain.

Editing instructions

- The report must be language proofed
- The maximum length of the report is 20 pages
- Characters: Times New Roman, 12
- Pages must be numerated from the content on
- Citation and referencing of used sources is compulsory

GLOSSARY

For composing this list of terms and their definitions, the following sources have been used among others: Tuning Educational Structures in Europe, *Universities´ contribution to the Bologna Process. An introduction*. 2nd Edition, Bilbao and Groningen, 2008; Jenneke Lokhoff a.o. eds., *A Tuning Guide to Formulating Degree Programme Profiles. Including Programme Competences and Programme Learning Outcomes.* Bilbao, Groningen and The Hague, 2010; CEDEFOP, *Terminology of European education and training policy. Second Edition. A selection of 130 key terms.* Luxembourg: Publications office of the European Union, 2014. European Commission, *ECTS Users' Guide 2015.* Luxembourg: Publications office of the European Union, 2015.

Ability:
Acquired or natural capacity, competence, proficiency or talent that enables an individual to perform a particular act, job or task successfully.

Accreditation of an education or training programme:
A process of quality assurance through which a programme of education or training is officially recognised and approved by the relevant legislative or professional authorities following assessment against predetermined standards.

Active learning:
An approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. It is opposed to passively taking in the information.

Allocation of ECTS credits:
The process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

Apprenticeship:
Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation. The term originates and is in particular applied in Vocational Education and Learning. WEXHE advises to avoid using the term in higher education, with the exception of *dual learning*.

Competence:

The ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Course unit:

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Course units can have different numbers of credits, although it is recommended that units carry a uniform number of credits or a multiple thereof. These units, with thesis work and work placements where ap- propriate, are the building blocks of programmes.

Degree programme:

The set of educational components leading to the award of a degree to a student after successful completion of all the requirements.

Diploma Supplement:

The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools.

ECTS credits:

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Elective:

A course unit that may be taken as part of a study programme but is not compulsory for all students.

Entrepreneurship:

Entrepreneurship is the act of creating a business or businesses while building and scaling it to generate a profit.

European Credit Transfer and Accumulation System (ECTS):

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

European Qualifications Framework for Lifelong Learning (EQF):

The European Qualifications Framework for Lifelong Learning is a common European reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and autonomy and responsibility.

Evaluation:

Evaluation of teaching and academic studies in a subject or department and the related degree programmes comprises all those activities which aim at assessing quality and fitness for purpose and of purpose. Strengths and weaknesses of education and training can be identified by stocktaking, analysis and proposals formulated to ensure the sustainability of quality. Evaluation may be carried out through both internal and external procedures. Internal evaluation comprises the systematic collection of administrative data and obtaining feedback from staff, students and graduates, as well as holding structured conversations with lecturers and students. External evaluation may include visits by a review team to the department in order to review the quality of the academic studies and teaching, the use of external examiners, external accreditation, etc. A significant element in enhancing quality is ensuring that internal and external procedures are used to improve student learning.

Formal learning:

Learning typically provided by an education or training institution, which is structured (in terms of learning outcomes, learning time and learning support) and leads to certification.

Framework for Qualifications of the European Higher Education Area (QF-EHEA):

An overarching framework at European level that makes transparent the relationship between national higher education frameworks of qualifications of the different European countries and the qualifications they contain. It is an articulation mechanism between national frameworks. It is characterised by credit ranges.

Generic competences:

Generic Competences are also known as transferable skills or general academic skills. They are general to any degree programme and can be transferred from one context to another, although they have normally been developed in the context of a particular academic field of study.

Informal learning:

Learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are: skills acquired through life and work experiences, project management skills, ICT skills acquired at work, languages learned, intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home e.g. taking care of a child (EU Council Recommendation 2012/C 398/01).

Internship:

A period of work experience offered by an organization for a limited period of time. Initially to medical graduates, internship is nowadays used for a wide range of placements in businesses, non-profit organisations and government agencies. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Interns may be high school students, college and university students, or post-graduate adults. These positions may be paid or unpaid and are temporary. An internship often comes in addition to the actual study programme. WEXHE advises to avoid the term internship and to use the term work placement in a higher education setting instead, because the last expresses that this mode of learning is an integral part of the programme.

Intrapreneurship:

Refers to a system that allows an employee to act like an entrepreneur within a company or other organization. Intrapreneurs are self-motivated, proactive, and action-oriented people who take the initiative to pursue an innovative product or service. Intrapreneurship is known as the practice of a corporate management style that integrates risk-taking and innovation approaches, as well as the reward and motivational techniques that are more traditionally thought of being typical for entrepreneurship.

Learning Outcomes:

Statements of what a learner knows, understands and/or is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification. In WEXHE they express level of intended and/or achieved competences.

Learner:

An individual engaged in a learning process (formal, non-formal or informal learning). Students are learners involved in a formal learning process.

Lecture:

A discourse given before an audience or class especially for instruction.

Lecturer:

A teacher at a university or college, who offers guidance to students in their learning process, e.g. offering instruction (lectures, seminars, assignments) and support and assess students work.

Levels:

Levels are understood to be a series of sequential steps to be taken by the learner (within a development continuum) expressed in terms of a range of generic outcomes, within a given programme.

Level descriptor:

Generic statements describing the characteristics and context of learning expected at each level against which learning outcomes and assessment criteria can be reviewed. They are also

intended to guide the learner, teacher and curriculum with respect to the complexity, relative demand and learner autonomy. These general descriptors can be applied to specific subject disciplines and ways of learning. Level descriptors are useful for curriculum design, assignment of credit, validation, guidelines for recognition of learning from experience and of non-formal learning and for staff development.

Lifelong learning:

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. Programmes and services contributing to lifelong learning within the higher education sector may include mainstream programmes, continuing education, evening classes, specific programmes for part-time learners, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services among other actions and initiatives.

Mentor:

A member of staff at a company or institution who gives a learner/student help and advice over a specific period of time at work or at a (higher) education institution.

Module:

A course unit in a system in which each course unit carries the same number of credits or a multiple of it.

National Qualifications Framework (NQF):

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.

National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system. National qualifications frameworks are developed by the competent public authorities in the country concerned, in cooperation with a broad range of stakeholders – including higher education institutions, students, staff and employers.

Prior learning (assessment) (PLA):

Is learning gained outside a traditional academic environment, e.g. while working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. PLA is the evaluation and assessment of an individual's life learning for higher education credit, certification, or advanced standing toward further education or training.

Qualification:

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.

Quality assurance:

The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities.

Recognition (academic recognition):

Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies.

Skill:

A learned capacity to achieve pre-determined results often with the minimum outlay of time, energy, or both. Skills are often divided into general/generic and subject specific skills.

Student:

A learner enrolled on a formal educational programme at a higher education institution.

Student-centred Learning:

A learning approach characterised by innovative methods of teaching which aim to involve both students and teachers in the learning process. This implies that students are active participants in their own learning, fostering both subject specific competences (knowledge and skills) and generic competences such as problem-solving, critical and reflective thinking, creativity and entrepreneurship, teamwork and project work.

Subject specific competences:

Competences related to a specific subject area. They cover both knowledge and disciplinary skills key to the subject area.

Supervisor:

Member of academic staff of the University who monitors the progress of a student by providing advice and guidance for thesis work, but also for work-based learning.

Teacher:

See lecturer.

Traineeship:

A type of work-based learning that is aimed at students who have finished their educational training (graduated students) but have not yet entered the labour market. It includes not just structured trainee programmes aimed to attract new talents and prepare them for leadership roles - normally offered by larger organizations, but also schemes for the reinsertion into the workforce.

Transformative learning:

Transformational learning is the process of deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports critical ways in which learners

consciously make meaning of their lives. It is the kind of learning that results in a fundamental change in our worldview as a consequence of shifting from mindless or unquestioning acceptance of available information to reflective and conscious learning experiences that bring about true emancipation.

Transversal skills:

See generic competences.

Tutor:

A staff member who gives individual or small group instruction. In a student-centred environment, he or she is also expected to help students help themselves, and to assist or guide them to the point at which they become independent learners.

Work-based learning:

Learning delivered by a university, college or other training provider in the workplace, normally under the supervision of a person from the same company as well as a professional teacher from outside the company.

Workload:

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary.

Work placement:

A planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme. A work placement is an integral part of the curriculum.

Work Placement Certificate:

A document is issued by the receiving organization / enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation. It aims to provide transparency and bring out the value of the experience of the student's work placement.

i **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

ii **Study cycle:** Short cycle (EQF level 5) / Bachelor or equivalent first cycle (EQF level 6) / Master or equivalent second cycle (EQF level 7) / Doctorate or equivalent third cycle (EQF level 8).

iii Field of education: The ISCED-F 2013 search tool available at http://ec.europa.eu/education/tools/isced-f_en.htm should be used to find the ISCED 2013 detailed field of education and training that is closest to the subject of the degree to be awarded to the trainee by the sending institution.

iv **Erasmus code**: a unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education (ECHE) receives. It is only applicable to higher education institutions located in Programme Countries.

v **Contact person at the sending institution**: a person who provides a link for administrative information and who, depending on the structure of the higher education institution, may be the departmental coordinator or will work at the international relations office or equivalent body within the institution.

vi **Contact person at the Receiving Organisation**: a person who can provide administrative information within the framework of Erasmus+ traineeships.

vii **Mentor**: the role of the mentor is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise (culture of the enterprise, informal codes and conducts, etc.). Normally, the mentor should be a different person than the supervisor.

viii **Level of language competence**: a description of the European Language Levels (CEFR) is available at: https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr

ix **There are three different provisions for traineeships**:
    1. Traineeships embedded in the curriculum (counting towards the degree);
    2. Voluntary traineeships (not obligatory for the degree);
    3. Traineeships for recent graduates.

x **ECTS credits or equivalent**: in countries where the "ECTS" system it is not in place, in particular for institutions located in Partner Countries not participating in the Bologna process, "ECTS" needs to be replaced in all tables by the name of the equivalent system that is used and a web link to an explanation to the system should be added.

xi **Responsible person at the sending institution**: this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement. The name and email of the Responsible person must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

xii **Supervisor at the Receiving Organisation**: this person is responsible for signing the Learning Agreement, amending it if needed, supervising the trainee during the traineeship and signing the Traineeship Certificate. The name and email of the Supervisor must be filled in only in case it differs from that of the Contact person mentioned at the top of the document.

[xiii] **Level of language competence**: a description of the European Language Levels (CEFR) is available at: https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr

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