



# TRAINEESHIP PACKAGE

## SMALL AND MEDIUM SIZE ENTERPRISES

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

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## SUMMARY

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The traineeship package for small and medium-size enterprises (SME) 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. SMEs can use a traineeship as a means to attract young graduates and to motivate them to join the organisation, which will enrich their human resources. Simultaneously the trainees can test their knowledge, competences and skills, which they can upgrade where needed. Based on the WEXHE cases 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. The competences are: communication and negotiation, team work, independent learning and working, leadership, initiating innovative/ creative ideas, designing and managing of projects and identifying and solving problems. For each of these competences' methods are suggested that will help develop them further through the acquisition of additional knowledge, skills and autonomy and responsibilities in working environments. Admission to traineeship programmes, assessment of trainees and certification of their training is also dealt with in this section. SMEs set up a traineeship for those graduates that will probably meet their human resources needs best.

The second part of the package describes organisational arrangements, which include steps that can lead to an effective implementation of traineeship programmes. SMEs usually make these steps on their own. However, the small enterprises often lack the staff capacity to perform the necessary tasks effectively. Therefore, SME associations could step in to develop the required professional services and thus help their members. These services include activities such as making human resources and training needs analyses, attracting and selecting trainees, elaboration of training programmes, preparing training contracts and learning agreements, assigning mentors, monitoring the training programmes and performing evaluations. In this part of the package special attention is paid to specification of the main roles (e.g. mentors, supervisors, coordinators), including tasks and responsibilities necessary for successful implementation of traineeship programmes. The package ends with the financial, quality assurance, evaluation and accreditation arrangements.

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

## Table of Contents

SUMMARY .....	3
INTRODUCTION .....	5
Why have traineeship programmes? .....	5
LEARNING AND TRAINING ARRANGEMENTS: .....	7
CONTENT OF THE MODULE .....	7
Goals and objectives .....	8
Key competences and expected learning outcomes .....	8
Forms and methods of learning / teaching – defining learning format .....	19
Admission criteria and submission of application .....	24
Assessment of trainees and certification.....	24
ORGANISATIONAL ARRANGEMENTS AND PROCEDURES REGARDING LEARNING AND TRAINING .....	26
Process specification – sequence and description of activities .....	26
Roles specification – tasks and responsibilities .....	30
Organisational units / groups where training is carried out.....	32
FINANCING .....	33
QUALITY ASSURANCE, EVALUATION AND ACREDITATION .....	36
REFERENCES .....	38
APPENDICES .....	40
Appendix 1 – Examples of cases illustrating traineeship for SMEs:.....	40
Appendix 2 – Examples of Courses offered to Trainees .....	40
Appendix 3 – Example of a Traineeship Contract .....	43
Appendix 4 – Example of a Traineeship Learning Agreement .....	48
Appendix 5 - Mentoring within a Traineeship .....	52
Appendix 7 – Guidelines on how to Use the Learning Agreement for Traineeship .....	64
Appendix 8 – Guidelines for traineeship final reports.....	70
GLOSSARY.....	72

## INTRODUCTION

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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 as such. As the cases of the WEXHE project show, the major coordinators of a traineeship can be enterprises, non-profit organisations, institutions, universities or governments. Universities frequently delegate the responsibility for a traineeship to foundations that they can establish specifically for this purpose, and governments can delegate the execution of traineeship to governmental agencies. An active role of the employer is necessary in all arrangements (Cahill, 2016; Smith and Betts, 2000).

### Why have traineeship programmes?

This traineeship Package for SMEs 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 SMEs and their associations, which use traineeship programmes as a means to increase the potential of their human resources. In a knowledge-based economy, such as in the EU, the development of new technologies, products and services highly depends on the talents an employer is able to attract and develop. Graduated students may bring a lot of new knowledge and energy to an organization and can initiate change if the trainees are properly chosen, trained and included in the organisation.

This 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 those who are in charge of traineeship or who plan to apply it. It is not a recipe but a menu out of which one can take solutions that fit best to the local conditions.

As said, the package is prepared especially for SMEs. It is expected that medium sized enterprises will already have some of the needed expertise themselves and can therefore use this package without any or minor assistance of employment, head hunting and training agencies or universities. Small and micro enterprises usually have less expertise on human resource management and its development. It is recommended that SME associations take over at least some basic activities involved in the implementation of the traineeship and assist the traineeship providing SME with information, training, and, if necessary, by engagement of appropriate agencies.

Some of the traineeship options presented in this package are based on the experiences of large enterprises. Large enterprises usually develop their own traineeship programmes for a long-term recruitment strategy, which may bring them some competitive advantages in talent

attraction and development. However, large employers also learn from each other's experiences. In case of SMEs, which represent the vast majority of businesses, the traineeship options used by large enterprises will probably need to be adjusted to the size of organisation in order to be feasible.

## LEARNING AND TRAINING ARRANGEMENTS: CONTENT OF THE MODULE

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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/ employer;
- 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 in SMEs. The focus will be on a general 'module' level with occasional reference to a specific traineeship

programme also. 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 a traineeship from the perspective of SMEs is to increase the employability of graduates, to bring new knowledge into organisation, enrich their human resources and knowledge capacities and help the organisations towards technological and organisational development and change. A training period must be long enough, e.g. one to two years, in order that trainees gain a good understanding of the functioning of the organisation, learn how to implement subject specific and generic competences in practice, upgrade existing and acquire missing competences, get into existing social networks and build their own. At the end of a traineeship, trainees may become actual employees and thus enrich the organisation's human resources. Providing traineeships to young graduates demonstrates an organisation's social responsibility. It also helps organisations to develop their existing personnel, such as supervisors and mentors, who work with trainees. Public subsidies for traineeship, if available, can help organisations to reduce the cost of training while trainees perform various jobs. An employer often offers a traineeship to more graduates than it intends to employ. In such a case, a traineeship programme has two or three stages where after each stage some trainees may have to leave the programme due to a mismatch of expectations.

Concrete objectives of the traineeship programme in a SME are:

- To attract a sufficient number of talented graduates
- To have a proper selection procedure, so that the best suited among the graduates can participate in the programme and expectations from both sides are met
- To upgrade a trainees' existing competences and develop possible missing ones
- To acquaint trainees with and include them into existing work and organisational environments,
- To select well-prepared trainees for key expert and leading positions in the organisation, and
- To enhance employability of trainees

### 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 knowledge and skills. However, employers often complain that some are missing or not developed to the appropriate level for graduates to

do their work 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 in organisations include specific tasks and operations which cannot be found elsewhere and thus bring competitive advantage to the organisations involved. 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 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 fields of study, such as economics, one can bring a lot of practice into the university study process by inviting experienced practitioners as (guest) lecturers, by studying real life cases, by simulation of business situations, e.g., 'learning enterprise' (Amant, 2003), by addressing real business issues from organisations in 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 and social relations that exist in various working environments.

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.

When recruiting trainees, SMEs can avoid programme, teaching and studying deficiencies by proper recruitment and selection procedures. However, organisation and job specific competences and skills can be developed in the organisation 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 knowledge and skills, 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 one's 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 paid to the ability to apply theoretical knowledge in practice. It can also be observed 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 competency 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 6<sup>th</sup> (Bachelor) and 7<sup>th</sup> (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  Competences	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.
I - Demonstrate knowledge and understanding				
II - Apply knowledge and understanding	-Identification and solving problems  -Design and management of projects	-Establish methods of analysis / solution of problems from the professional field by linking concepts with basic strategies, procedures and tools. -Describe strategies for project work.	-Analyse a complex problem, recognise its structure, devise, execute and validate a plan for its solution in the professional field. -Organize and complete a simple project individually or in team.	-Identify appropriate concepts, methods of analysis / solution of complex problems in the professional field.  -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 ongoing 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  -Communication and negotiation	-Demonstrate knowledge and understanding of methods of team composition, and attitude to work collaboratively. -Demonstrate knowledge and understanding of established	-Function effectively in national and international working / project teams.  -Communicate effectively, clearly and unambiguously	-Identify appropriate methods and strategies of teams’ functioning and management. Collaborate constructively.  -Identify appropriate and relevant communication methods, tools and

	-Leadership	communication methods and tools, including ICT, and of their limitations for conveying information in a broader public context including negotiation. -Demonstrate knowledge of theories and models of leadership, management and teams.	complex information, activities and their results to wider national and international audiences in oral and written form. -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.	terminology. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences fostering transparency and responsibility. -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 high degree of autonomy	-Independent learning and working	-Demonstrate advanced knowledge and understanding of the learning and working methods necessary to follow developments in science and technology in the professional field. Identify relevant competences needed for pursuing further studies and career goals.	-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 appropriate learning and working 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.

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	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
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	Competences	Critical awareness of knowledge issues in a field and at the interface between different fields		
I - Demonstrate knowledge and understanding				
II - Apply knowledge and understanding	<ul style="list-style-type: none"> <li>-Identification and solving problems</li> <li>-Design and management of projects</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate comprehensive knowledge and understanding of the process and methods of analysis / solution of problems from the professional field by linking concepts with basic strategies, procedures and tools.</li> <li>-Describe strategies and tools for project work.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse / solve very complex, context rich and unfamiliar problems, recognise their structure, devise, execute and validate creative plans for their solution in the professional field.</li> <li>-Organize and complete an individual or team project.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify appropriate concepts, methods of analysis and creative solution of very complex problems that occur even in unfamiliar situations in the professional field.</li> <li>-Identify and implement appropriate strategy to carry out an articulated individual or group project.</li> </ul>
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	<ul style="list-style-type: none"> <li>-Team working</li> <li>-Communication and negotiation</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate knowledge and understanding of methods and management strategies of teams that may be composed of different disciplines and levels.</li> <li>-Demonstrate knowledge and understanding of principles and tools of intercultural and</li> </ul>	<ul style="list-style-type: none"> <li>-Function effectively in national and international working / project teams as member or leader.</li> <li>-Communicate effectively, clearly and unambiguously complex information, activities and their results to wider</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and justify appropriate methods and strategies of teams' functioning and management. Collaborate constructively.</li> <li>-Identify appropriate and relevant communication strategies, methods, tools and terminology. Demonstrate ability to</li> </ul>

	-Leadership	<p>interdisciplinary communication, as critical understanding of the use of social media and communication technologies in the professional and wider social contexts including negotiation.</p> <p>-Demonstrate knowledge of theories and models of leadership, management and teams.</p>	<p>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.</p> <p>-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.</p>	<p>listen and to understand different viewpoints and to discuss with diverse audiences ideas, problems and solutions fostering transparency and responsibility.</p> <p>-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.</p>
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 metacompetence 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, reevaluation 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 could be structured as follows:

- **Course work** Although traineeship is conceived as work-based learning many enterprises, especially larger ones, involve trainees in course training activities in the organisation or send them to outside trainings. In the first phase trainees have an induction period (of a few days, a week or longer) 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 experts. In case of a small number of trainees they join other newcomers for the induction period.

During consecutive phases an employer may organise various courses, seminars, workshops and round tables focused on the development of transversal and other competences. They engage either the employer's 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 more random. 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.

- **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 interest to the employer. 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 wanted competences. Pairs and teams could be composed of trainees only, but regularly the composition is a mix of trainees and experienced workers who 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 as to be faced with proper challenges. Project work could be well combined with course work and tasks performed in 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 overall 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 that suits their educational background best, or where they are expected to work after the traineeship period is finished.

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 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

<b>SQF COMPETENCES</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Autonomy and responsibility</b>
General	Lecturing, seminars, enterprise 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 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

Large organisations can set up traineeship programmes each year or periodically for a certain number of talented graduates with excellent theoretical knowledge and related skills from various subject areas. This training programme can take up to two or three years in which an organisation observes the graduates carefully, selects (some of) them to be future employees and plans their careers. Employers specify criteria that need to be met by graduates in order to be admitted to the training programme, e.g., generally defined field of study and achievements of graduates during their study period.

SMEs interested in enrichment of their human resources can be more selective in their selection procedure. They do not need many trainees and their possibilities to properly place them during and after the traineeship are smaller due to their size and higher specialisation. Therefore, they tend to define the admission criteria for new trainees more specifically. In the obtained WEXHE cases these criteria are:

- Recent graduation
- Field of study
- Marks obtained in the study process
- Certain competences, such as language and communication skills
- Extra-curricular activities
- Special achievements

Possible candidates for a traineeship are asked to submit an application. This application contains information that can be checked by the traineeship provider in order to find out to what extent candidates meet the admission criteria. Candidates are usually required to present the following: a cover letter, a CV including presentation of him/ herself in a written or video format, grade list, diploma/ degree certificate, recommendation letter etc. During the selection procedure, which is similar to the one applied for other new employees, employers may check if candidates also meet other (less explicit) criteria, such as personality type, attitudes towards work organisation and private life, career ambitions, values, communication skills, work experiences etc.

Candidates are invited to participate in the selection procedure where they complete entry questionnaires, are interviewed, do individual or/ and group assignments, do role playing, various tests, surveys etc.

## 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
- 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 traineeship programme.

The WEXHE cases demonstrate that certification of traineeships is predominantly an internal organisational practice. Some employers issue certificates to trainees when they have finished the traineeship programme. These certificates can have internal value, but if issued by a renowned enterprise they may help trainees when they seek other employment. However, an external certification would be RECOMMENDED, (where such possibilities exist) for instance by national qualifications systems, as not only trainees would benefit in terms that their mobility between employers would be easier, but also EMPLOYERS SINCE there would be more transparency achieved on the labour market.

## ORGANISATIONAL ARRANGEMENTS AND PROCEDURES REGARDING LEARNING AND TRAINING

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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 in the following pages with a focus on the roles of SMEs which require simple and manageable solutions.

*“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

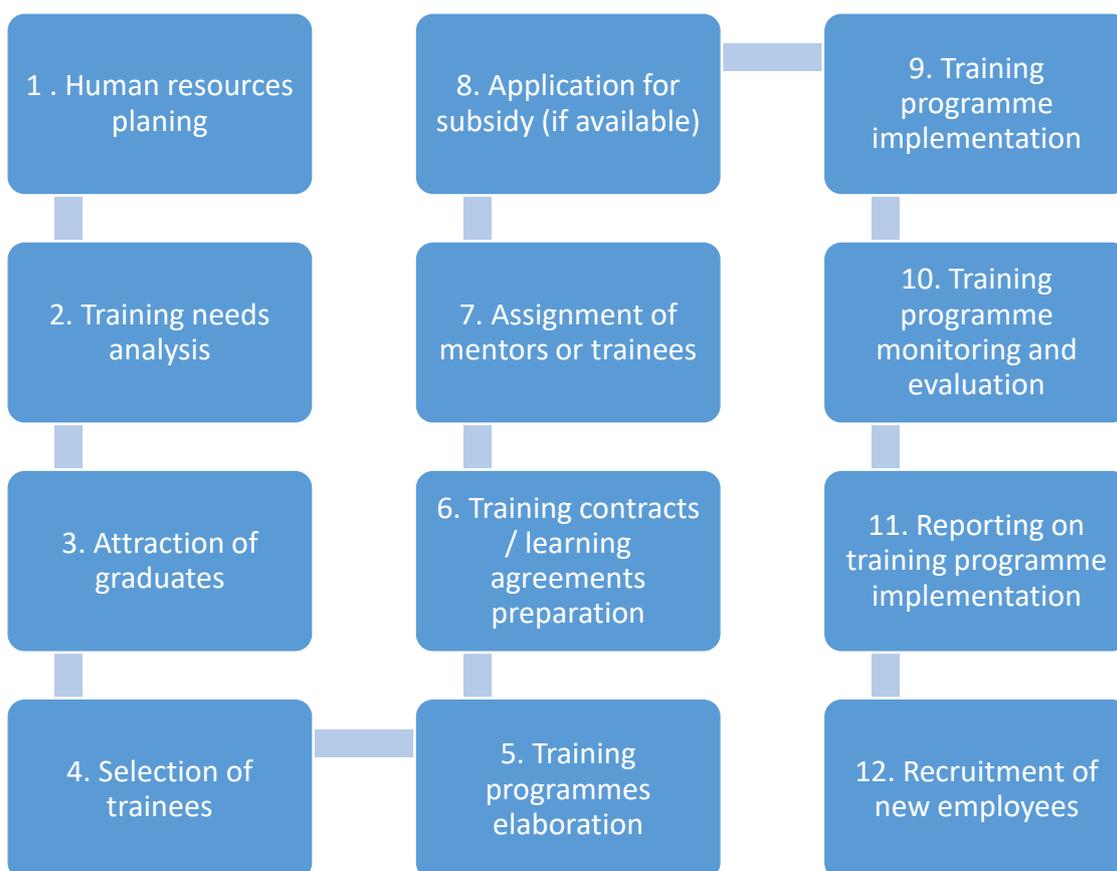
The traineeship process is composed of several activities and steps ranging from a human resources plan and training needs analyses to issuing certificates to trainees. These steps will be shortly described in terms of ‘who does what’. It should be noticed that **traineeship is not a linear process** and that it allows for several variations and interactions of involved parties. For instance, trainees can be asked to present a training programme before they are selected for training; attraction of graduates can be a permanent process; some trainees can drop-out before the end of traineeship period etc. Some steps require deeper expertise that can only be mentioned and not presented in detail in this text.

- **Human resources planning:** A Human resources plan shows how many employees an organisation will need in the future. Among future employees there might be graduates of various educational profiles – fields of study and level of graduation, who are expected to take up certain expert and leadership positions within the organisation. The human resources plan depends on the amount of production, new and redundant production programmes and technologies, and also on the changing organisational structure and structure of personnel, including the dynamics of turn-over. A human resources plan is normally elaborated by HR experts and/ or managers in charge of human resources, and in cooperation with department leaders and top management.
- **Training needs analysis:** A training needs analysis may be part of a human resource plan. It shows which competences future experts and leaders should have in order to successfully perform their tasks. It depends on the observed deficiencies in competences among the existing employees, on the expected new technologies and also on the competences that recent graduates can bring into organisation. A traineeship programme must focus on the missing competences – also known as the

‘skills gap’. This training needs analysis can be elaborated by HR development or training experts and/ or managers in charge of human resources development and training. The analysis should be made in cooperation with department leaders.

- **Attraction of graduates:** Attracting potential trainees can take various forms, similar to the recruitment of other employees. A standard form is a call for applications to which potential trainees may respond. Some organisations may ask their employees to recommend potential trainees. However, often talented and sought for graduates are not easy to find. In such a situation, long-term relationships with universities are recommended. Employers may present their production programme, employment and career opportunities to students, offer them work placements during their study and give them financial support, such as scholarships. It can be expected that offering students work placement increases the probability that these students will also apply for a traineeship. Attracting candidates for a traineeship programme is a task of HR experts and/ or managers in charge of human resources. In some cases department leaders/ supervisors can play an important role also.

Diagram 1: Traineeship process specification in SMEs



**Selection of trainees:** Assuming that there are enough candidates for a traineeship programme the next step is to select the desired number out of the most appropriate applicants. During the selection procedure, the main thing to be checked is to what extent the applicants meet the admission criteria. In their applications, candidates present required forms, CVs, certificates, records, recommendation letters, references etc. Apart from the examination of presented documentation candidates are usually interviewed, asked to do specific assignments, participate in role playing and take part in other selection procedures. Online (social) media are increasingly used both for the attraction and selection of candidates. Candidates may respond to calls for applications on the internet, present themselves using video presentations, participate in interviews via Skype and make online tests. The selection is made by HR experts or/ and top managers in charge of human resources. This selection procedure does not differ much from those applied to other experts and leaders. In large organisations, this in-depth selection process will be carried out in and by the assessment centres. One of specifics of trainee recruitment is that it involves assessment of a candidate's competences, which serve as a basis for individual training programme elaboration. Candidates may be asked to respond to an 'expectations survey'. Employers may be interested to form teams out of trainees where the above mentioned knowledge and skills, together with personalities of trainees play an important role. Due to these demanding methods, SMEs may ask external agencies to help carrying out selection.

- **Training programmes elaboration:** It is desirable that every trainee gets a training programme tailored to his/ her needs and wants. In such a programme all the elements from the training module are specified to a particular trainee. There is a description of goals and objectives, competences to be developed, expected learning outcomes, and the forms and methods of training to be implemented. In addition, the training programme should also include the length of training, the departments 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 employer. Consultation with the prospective mentors is desirable. However, in many cases general HR experts and managers step in. A training programme is usually included in the training contract, which is signed by a trainee and employer.
- **Traineeship contracts and learning agreement preparation:** A traineeship contract is a variant of a common employment contract. It is provided for the duration of the traineeship. It sets out the rights and obligations 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 the work done, the right to work safety and insurance, the right to privacy and to union participation, etc. A training contract may include a clause on eventual transformation into a regular employment contract.  
*"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). The cited authors have in mind a **learning agreement**, which 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. Training contract and learning agreement are prepared by an expert on labour relations.

- **Assignment of mentors to trainees:** Every trainee is assigned to a mentor/ tutor/ coach who is in regular contact with him or her throughout the traineeship period. A mentor’s task is to support and empower the trainee through building up a trustworthy relation, which raises a trainee’s self-confidence (Clouder, 2009). The assignment of mentors is done by the traineeship coordinators in the organisation.
- **Application for subsidy:** In some countries governments subsidize traineeships in order to enhance employability and employment of recent graduates, in order to retain graduates in the region and to help develop local enterprises. In such a case, it is wise to apply for a subsidy in order to reduce traineeship and labour costs. However, the utilisation of a subsidy could have conditions, such as a requirement to employ graduates with a specific profile in which employers are usually not so interested.
- **Training programme implementation:** When everything is prepared and the traineeship starts it is carried out and monitored in accordance with the predetermined training programme and learning agreement. It is important that there is a regular contact between trainees and their mentors. Mentors in enterprises assist trainees in getting acquainted with the organisation and its staff members and help to establish contacts with supervisors and other trainees. Mentors give advice, monitor and assess trainees (in close consultation with the supervisor). Assessment results serve as a feedback to all involved in traineeship: trainees, mentors, supervisors, managers. They also serve for the selection of future employees. For those who successfully finish training the last step is to sign a permanent employment contract.
- **The 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 programme involving all trainees in a certain period. To some extent evaluation is carried out during the process of training. A final evaluation is usually done at the end of the traineeship period. WEXHE cases indicate that evaluation is generally internal. However, external evaluation performed by an agency may shed a different light on the programme and avoid some biases.
- **Reporting on training programme implementation:** Apart from the internal reporting to the management of the traineeship provider, reporting to external authorities is required in case that public subsidies are used for the financing of traineeship. Essential for the reporting is to what extent the employment of graduates increases after they finish their traineeship. The strongest indicator of a programme success is

permanent employment of trainees. Reporting is the task of the traineeship coordinator.

- **Recruitment of new employees:** By recruiting new employees from among the (former) trainees the traineeship cycle is closed. If the traineeship provider obtains several new talented workers who are well trained and socialised into the organisation, it can evaluate the training programme as successful.

### 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 fulfil 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. An organisation of this size will initiate a traineeship for around five trainees a year. Only in larger organisations there are well developed HR and related services where various specialised roles involved in traineeship evolve. This means that in SMEs one can realistically expect that all the roles involved in traineeship, their tasks and responsibilities are compressed in one or two employees, and that people fulfilling these roles rely on other experts and supervisors in order to successfully carry out training. However, support services needed for high quality traineeship could be developed by SMEs' associations and provided to their members. 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 in enterprises are chosen from among the experienced workers, although in some cases, e.g., in NGOs they might be engaged from outside an organisation, for instance to guide trainees who are supposed to take leading positions. Mentors are assigned to individual trainees, but one mentor can assist more than one trainee at a time. In SMEs which take only a few trainees one mentor could suffice. 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 and building of self-confidence.

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, evaluates training process etc. The main responsibility of employer's mentor is to guide a trainee towards successful achievement of the agreed learning outcomes and to assure the trainee's integration into the organisation.

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 fulfilling the role of mentor are trained for it like 'meister' in German enterprises. In several countries SME associations organize the training of mentors who work in 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.

- **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 among his/ her subordinates to train the trainee. In case of project teams one of the experienced workers or supervisors takes the lead for the time 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.

- **Programme coordinator/ traineeship project manager** manages the traineeship programme and coordinates the activities of the other personnel involved in traineeship at the employer, as well as keeps contacts with the environment, e.g. with the universities, government and agencies. In SMEs a traineeship project manager/ coordinator could take up most of the roles described above. This manager often comes from the HR department where this person (possibly in cooperation with internal specialists or external agencies) does everything necessary for the smooth training of graduates: human resources 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. Coordinators also put traineeship into the employers' recruitment policy frameworks. The main responsibility of a programme coordinator/ traineeship project manager 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 send 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 and 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 coordinator who must assure that certain units or/ and projects can receive a trainee with full responsibility.

## FINANCING

Traineeship infers certain costs to its providers/employers and graduates. However, it brings them benefits also. Essential costs and benefits of both partners are presented in table 5.

Table 5: Costs and benefits of traineeship

PARTNERS	COSTS	BENEFITS
EMPLOYERS	<p>Labour costs expressed in terms of time or additional jobs:</p> <ul style="list-style-type: none"> <li>- Supervisors/ mentors/ instructors</li> <li>- Coordinators/ HR officers</li> <li>- Student salaries/ insurances</li> </ul> <p>Material costs:</p> <ul style="list-style-type: none"> <li>- Equipment (machines, tools, PCs...)</li> <li>- Working space in offices and other work places</li> <li>- Material needed in projects and regular work</li> <li>- Training services purchased on the market</li> </ul> <p>Administrative costs to match legislative and public schemes' requirements</p>	<p>Decreasing long-term recruitment costs:</p> <ul style="list-style-type: none"> <li>- Identification of talents</li> <li>- Motivation of potential employees</li> <li>- Socialisation of potential employees</li> <li>- Assessment of potential employees</li> </ul> <p>Acquirement of new ideas and technologies</p> <p>Training and career development of own trainers: supervisors/ mentors</p> <p>Disburdening of existing employees</p> <p>Improvement of public image/ social responsibility</p>
GRADUATES	<p>Costs of travel, meals, dresses, additional insurances</p>	<p>Familiarization with organisational culture and work environment</p> <p>Development of realistic expectations about work</p> <p>Application of theoretical knowledge at workplace</p> <p>Development of organisation and job specific competences</p> <p>Increasing employability and eventual employment</p>

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 trainees, on the type of training 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 and richness of a training programme.

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 tend to involve trainees as soon as possible into 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 training places. 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), such as filling of various registration, assessment and evaluation forms, preparation of learning agreements and reporting to universities and public authorities. These organisations cannot compensate all the costs by trainees' labour in a short run and count therefore on long-term benefits, especially on rising productivity of well-trained graduates if they stay in the organisation. 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.

The third issue is whether the graduates can be expected to bear some costs of traineeship. In the European context where labour legislation protects employees – this status is given to trainees by the rule - this would be rather strange and even ethically problematic. That is why the trainees' costs are usually covered by employers. In some cases, a third party steps in, e.g., the state which offers tax allowances to employers who provide training or which subsidises specific traineeship projects; EU Erasmus programme offering money for international traineeship which can help students from lower income classes in particular, etc. Another ethical problem is so-called exploitation of a cheap labour. This would occur in case that graduates are placed into regular work processes without any compensation (voluntary traineeship), bearing their costs of travel, insurance, dress etc. themselves, and being left without a predesigned training plan and without proper supervision, the result of which is low level of training. Unfortunately, there are occasional reports on such a problematic practice.

The fourth issue is that traineeship brings short term or immediate costs and predominantly only long-term benefits. 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 third parties, such as the national or regional state, the EU, the foundations etc. with their financial support to graduates' placement is practiced in some countries. However, government schemes usually allow for modest financial solutions only and might require the application of specific eligibility criteria, e.g., the length of job search, which decreases the interest of employers who are looking for the best talents.

The WEXHE cases show that there are 'poor' and 'rich' traineeship programmes provided by enterprises. The rich programmes offer trainees a real salary and not only a kind of compensation for individual's costs of training. They invest in additional equipment and other facilities used by trainees, or allocate additional resources for new projects that trainees work on. Rich programmes also reward mentors, supervisors and coordinators for their additional efforts made in the course of training. They offer training to mentors and send trainees to courses, seminars, conferences, fairs etc. The opposite situation can occur in case of poor programmes where organisations try to carry out traineeship with least resources possible.

## QUALITY ASSURANCE, EVALUATION AND ACREDITATION

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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
- 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

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, to goals setting, choice of measures to attain goals, implementation of measures, monitoring of training process and valuation of the results. The number of evaluation activities should not be too big or too demanding in terms of time and administration procedures/ activities which employers are complaining about. Second, the criteria of evaluation should be specified. Among these criteria 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.

Accreditation and recognition of traineeships remains internal in most cases. This means that employers providing traineeships issue certificates to those who successfully finish the programme. The main recognition for trainees is if they are offered a well-paid expert or leadership job with good chances for promotion on the career ladder. Traineeship providers generally do not make efforts to provide external accreditation and recognition for two main reasons. First, there are administrative procedures, which require additional effort, time and money. Second, they consider a traineeship as an investment in human resources that brings competitive advantage, and they want to protect the competences developed by their trainees from sharing them with their competitors.

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 employers may serve as a good reference anyway. Public accreditation of traineeship programmes may be beneficial for employers/ traineeship providers if practiced by all, since it increases the mobility and availability of talented human resources. In such a case employer can protect their investment in trainees by the traineeship contract which requires their stay in the organisation for a certain period after the training is finished.

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## APPENDICES

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### Appendix 1 – Examples of cases illustrating traineeship for SMEs:

Creative Management Programme Bartelsmann (Germany)

UMCG NEXT (Netherlands)

Cosylab (Slovenia)

### Appendix 2 – Examples of Courses offered to Trainees

The list of modules presented below is based on information from the WEXHE case studies.

Module	Type	Content	Purpose	Duration (suggestion)
<b>Building the future of the organisation – What is the vision of the organisation?</b>	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
<b>Introductory Round in the organisation</b>	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)
<b>Writing (Policy) reports</b>	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	
<b>Philosophy in daily professional practice</b>	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
<b>Finances within the organisation</b>	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)
<b>Policy and Developments</b>	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
<b>MBTI</b>	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
<b>Communication</b>	Knowledge	Corporate communication, labour market communication, marketing communication, organisation specific communication	To transfer knowledge to trainees about the	3 hrs
<b>Personal Leadership</b>	Self-reflection	Deepen and develop self-understanding, relate it to	Increase the personal	1-3 days

	and deepening	the work environment by simulating various work situations.	effectiveness of trainees, improve communication	
<b>Assertiveness Training</b>	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
<b>Information Technology</b>	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
<b>Project Management</b>	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
<b>Change Management</b>	Knowledge and skills	How to prepare, equip and support change in an organisation, a team or individual. What tools can be used?	Make trainees aware of change management processes	4 hrs – 1 day
<b>Presentation skills</b>	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:

## Appendix 5 - Mentoring within a Traineeship

### *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.<sup>1</sup>

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.<sup>2</sup>

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.<sup>3</sup>

### *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?).<sup>4</sup>

A mentor can help with (for example):

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<sup>1</sup> 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.

<sup>2</sup> Dibete and Misch, 67.

<sup>3</sup> 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: UMG NEXT

<sup>4</sup> David Clutterbuck, *Everyone needs a mentor: Fostering Talents at Work*, (London: Chartered 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<sup>5</sup>
- Building up a social network<sup>6</sup>
- Gaining insights into strengths and weaknesses<sup>7</sup>
- Advising on useful study programmes and training opportunities<sup>8</sup>

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.<sup>9</sup>

### *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.<sup>10</sup> The mentor listens, asks questions, fleshes out ideas and reflects on the feelings of the trainee.<sup>11</sup> 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.<sup>12</sup>
- **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.<sup>13</sup>
- **Advice.** The mentor gives the trainee advice on the steps to be taken in order to work on his/her career.<sup>14</sup>
- **Contacts.** The mentor introduces the trainee to his or her (informal) networks.<sup>15</sup>
- **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.<sup>16</sup>

### *How to set up a mentoring structure?*

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<sup>5</sup> Supporting Documents of the WEXHE Traineeship case: UMCG Next.

<sup>6</sup> Idem.

<sup>7</sup> Supporting Documents of the WEXHE Traineeship case: UMCG Next.

<sup>8</sup> Idem.

<sup>9</sup> "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>

<sup>10</sup> Simon Jenkins, "David Clutterbuck, Mentoring and Coaching", *International Journal of Sports Science & Coaching* 1 (2013), 144.

<sup>11</sup> Ibidem, 142.

<sup>12</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>13</sup> Idem.

<sup>14</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>15</sup> Idem.

<sup>16</sup> Supporting Documents of the WEXHE Traineeship case: UMCG Next.

Considering that mentoring is all about a good relationship, matching a trainee with a mentor can take some time.<sup>17</sup> 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.<sup>18</sup> Looking to these standards and the WEXHE cases a mentoring structure can look as follows<sup>19</sup>:

#### ❖ **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.<sup>20</sup>

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.<sup>21</sup>

#### ❖ **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<sup>22</sup>
- 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.<sup>23</sup>

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

<sup>18</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

<sup>19</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>20</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

<sup>21</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>22</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>23</sup> 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.<sup>24</sup>

❖ **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).<sup>25</sup>

- 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.<sup>26</sup>
- **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.<sup>27</sup>

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) *self insight 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;

<sup>24</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

<sup>25</sup> 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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>26</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>27</sup> Idem.

vii) *integrative dialogue* – helps trainees to develop a clear sense of who they are, what they contribute and how they fit in.”<sup>28</sup>

A single mentoring session might involve several layers, working generally in the direction of transactional conversations to integrative dialogue.<sup>29</sup>

- 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**.<sup>30</sup>
- It is recommended that the trainee keeps track of all mentoring meetings in a **personal logbook**.<sup>31</sup>

#### ❖ Some Tips and Tricks

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

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<sup>28</sup> 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.

<sup>29</sup> *Ibidem*, 146.

<sup>30</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>31</sup> David Clutterbuck, “Next decade of coaching and mentoring”, 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.

<sup>32</sup> 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.

<sup>33</sup> Jenkins, 144.

Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>34</sup> Supporting documents of the WEXHE Traineeship case: UMCG Next.

<sup>35</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27)

<sup>36</sup> Clutterbuck, “Next decade of coaching and mentoring”, 51-52;

<sup>37</sup> “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](http://www.humancapitalreview.org/content/default.asp?Article_ID=27).

<sup>38</sup> Jenkins, 147.

- Challenge excuses – A mentor should help the trainee to honestly assess a performance.<sup>39</sup>

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<sup>39</sup> 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

<b>Trainee</b>	Last name(s)	First name(s)	Date of birth	Nationality <sup>i</sup>	Sex [M/F]	Study cycle <sup>ii</sup>	Field of education <sup>ii</sup>
<b>Sending Institution</b>	Name	Faculty/ Department	Erasmus code <sup>iv</sup> (if applicable)	Address	Country	Contact person name <sup>v</sup> ; email; phone	
<b>Receiving Organisation /Enterprise</b>	Name	Department	Address; website	Country	Size <input type="checkbox"/> < 250 employees <input type="checkbox"/> > 250 employees	Contact person <sup>vi</sup> name; position; e-mail; phone	Mentor <sup>vi</sup> name; position; e-mail; phone

### Before the mobility

<i>Table A - Traineeship Programme at the Receiving Organisation/Enterprise</i>	
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**<sup>viii</sup> 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:<sup>ix</sup>

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

Award ..... ECTS credits (or equivalent) <sup>x</sup>	Give a grade based on: Traineeship certificate <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/>
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 <input type="checkbox"/> No <input type="checkbox"/>	

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

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

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 <input type="checkbox"/> No <input type="checkbox"/>	If yes, please indicate the number of credits: ....
Record the traineeship in the trainee's Europass Mobility Document ( <i>highly recommended</i> ): Yes <input type="checkbox"/> No <input type="checkbox"/>	

**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 <input type="checkbox"/> No <input type="checkbox"/>	The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>
The Sending Institution will provide a liability insurance to the trainee (if not provided by the Receiving Organisation/Enterprise): Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Table C - Receiving Organisation/Enterprise**

The Receiving Organisation/Enterprise will provide financial support to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, amount (EUR/month): .....
The Receiving Organisation/Enterprise will provide a contribution in kind to the trainee for the traineeship: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify: ....	

The Receiving Organisation/Enterprise will provide an accident insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>		The accident insurance covers: - accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/> - accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/>			
The Receiving Organisation/Enterprise will provide a liability insurance to the trainee (if not provided by the Sending Institution): Yes <input type="checkbox"/> No <input type="checkbox"/>					
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).					
<b>Commitment</b>	<b>Name</b>	<b>Email</b>	<b>Position</b>	<b>Date</b>	<b>Signature</b>
Trainee			<i>Trainee</i>		
Responsible person <sup>xi</sup> at the Sending Institution					
Supervisor <sup>xii</sup> at the Receiving Organisation					

### During the Mobility

<b>Table A2 - Exceptional Changes to the Traineeship Programme at the Receiving Organisation/Enterprise</b> (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):	

<b>Monitoring plan:</b>
<b>Evaluation plan:</b>

### After the Mobility

<i>Table D - Traineeship Certificate by the Receiving Organisation/Enterprise</i>
<b>Name of the trainee:</b>
<b>Name of the Receiving Organisation/Enterprise:</b>
<b>Sector of the Receiving Organisation/Enterprise:</b>
<b>Address of the Receiving Organisation/Enterprise</b> [street, city, country, phone, e-mail address], <b>website:</b>
<b>Start date and end date of traineeship:</b> from [day/month/year] ..... to [day/month/year] .....
<b>Traineeship title:</b>
<b>Detailed programme of the traineeship period including tasks carried out by the trainee:</b>

**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<sup>xiii</sup> 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<sup>xiv</sup> 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.

<b>Changes of the Responsible person(s)</b>	<b>Name</b>	<b>Email</b>	<b>Position</b>
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<sup>xv</sup> 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**

<b>Before the mobility</b>
Provide <b>traineeship programme</b> . <b>Commitment</b> of the three parties with original / scanned/ digital signatures.
<b>During the mobility</b>
If modifications <b>are needed</b> : An agreement by the three parties on the changes is possible via email/digital signatures.
<b>After the mobility</b>
<b><u>The Receiving Organisation/Enterprise</u></b> provides a Traineeship Certificate to the trainee and sending institution within 5 weeks. <b><u>The Sending Institution</u></b> 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

[Appendix 9: Definitions](#)

**Traineeship** is a form of pre-designed and coordinated learning and training guided by mentors/ tutors/ supervisors, and carried out in real work environments. It may take the form of project work, regular jobs/ tasks, and also some lecturing and courses. Traineeship includes structured programmes of large organisations aimed to attract new talents and to prepare them for future careers in leadership and expert roles, governmental schemes of regional development, and for the inclusion of graduated students into the workforce, and schemes of universities and non-governmental agencies and organisations aiming at increasing employability and employment of graduates.

**Trainees** are students who have finished their educational training (graduated students), have not yet entered the labour market and are involved in a traineeship.

**Traineeship programme** is a set of learning and work activities and responsibilities assigned and adjusted to an individual trainee or a group of trainees in a concrete organisation. A traineeship programme is usually linked to traineeship/ employment contract, signed by a trainee and an organisation providing the traineeship.

## GLOSSARY

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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 appropriate, 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.

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

<sup>ii</sup> **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).

<sup>iii</sup> **Field of education:** The [ISCED-F 2013 search tool](http://ec.europa.eu/education/tools/isced-f_en.htm) available at [http://ec.europa.eu/education/tools/isced-f\\_en.htm](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.

<sup>iv</sup> **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.

<sup>v</sup> **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.

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

<sup>vii</sup> **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.

<sup>viii</sup> **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>

<sup>ix</sup> **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.

<sup>x</sup> **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.

<sup>xi</sup> **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.

<sup>xii</sup> **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.

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xiv

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