



# WORK PLACEMENT PACKAGE

## A CORPORATE APPROACH

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

Principal author: Prof. dr. Ivan Svetlik (University of Ljubljana) with contributions of dr. Tomaž Deželan (University of Ljubljana), André Perusso (MUAS), Anna Silvius, Ingrid van der Meer and Prof. dr. Robert Wagenaar (University of Groningen)

Ljubljana, 2020



Co-funded by the  
Erasmus+ Programme  
of the European Union

## PROJECT PARTNERS



This WEXHE publication is applicable to the following disciplinary sectors:

Hard pure (e.g. physics etc.)

Soft pure (e.g. literature etc.)

Hard applied (e.g. engineering etc.)

Soft applied (e.g. management studies etc.)

WEXHE research has showed that there are no substantial differences between these four sectors regarding the implementation of Work Based Learning in Higher Education. Therefore this document represents the four sectors mentioned.

This publication is a result of the project that is funded by the European Commission's Erasmus+ Programme, Key Action 2, Knowledge Alliances Projects (Grant agreement: 575683-EPP-1-2016-1-NL-EPPKA2-KA).

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## SUMMARY

---

This work placement package – with a corporate approach - 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 students. The qualifications awarded to students, should reflect a good preparation for both the world of work and for civic, social and cultural engagement. This is only thought feasible with a proper combination of course-based and work-based learning. All the knowledge, competences and skills cannot solely be developed at the university to reach the expected level. Therefore, when universities are less active in placing students into work environments employers can take the initiative and upgrade students' competences and skills and develop those which can only be developed at the work place. The case studies of the WEXHE project reveal that apart from company and job specific competences developed during a placement, the accent is on the development of transversal/ generic skills and competences. These competences are: communication, social relations and negotiation, team work and networking, problem solving and decision making, initiating innovative/ creative ideas, independent learning and working (capacity and enthusiasm to learn), entrepreneurial, leadership and IT skills. For each of these competences methods of development are suggested that will help develop them further through the acquisition of additional knowledge, skills and autonomy and responsibilities in a work environment. Applying for a placement, assessment of students and the certification of their placement is also dealt with in this section.

Organisational arrangements include the steps necessary to effectively implement a placement at a placement provider. These include activities, such as the elaboration of a corporate placement programme, recruitment and selection of students, elaboration and approval of placement plans, preparation of placement contracts and learning agreements, preparation of students, assignment of supervisors and mentors, assignment of projects and work places, supervising, mentoring and coaching, assessment and rewarding of students, evaluation of placement and reporting. Special attention is paid to the specification of the main roles (e.g. mentors, supervisors, instructors and coordinators) including tasks and responsibilities necessary for successful implementation of a placement (programme). The package ends with arrangement suggestions for finances, quality assurance, evaluation and accreditation.

The package is prepared as reference material, which helps employers wanting to implement placements to find the ways which suit their situation best. Therefore, the package also

contains a number of appendices, which serve as examples of practical approaches taken from various WEXHE and other cases and from literature.

## Table of Contents

SUMMARY .....	3
INTRODUCTION .....	6
The Purpose of the Work Placement Package .....	6
Why work placements? .....	7
LEARNING AND TRAINING ARRANGEMENTS: CONTENT OF THE MODULE .....	10
Goals and objectives .....	11
Key competences and expected learning outcomes .....	12
The following step to be made is to find appropriate ways for competences development.....	26
Forms and methods of learning/ teaching – defining learning format .....	26
Admission and submission of applications .....	31
Assessment of students and certification.....	31
ORGANISATIONAL ARRANGEMENTS AND PROCEDURES REGARDING LEARNING AND TRAINING .....	33
Process specification – sequence and description of activities .....	33
Roles specification – tasks and responsibilities .....	39
Organisational units / groups where placement is carried out .....	42
FINANCING .....	43
QUALITY ASSURANCE, EVALUATION AND ACCREDITATION .....	46
REFERENCES .....	47
APPENDICES .....	50
Appendix 1 – Examples of cases illustrating placement corporate approach: .....	50
Appendix 2 - Guidelines for a Work Placement Provider .....	50
Appendix 3 - Example of a Placement Contract Between a Placement Provider and a Student .	52
Appendix 4 - Template for a Placement Plan.....	57
Appendix 5 - Work Placement Assessment For supervisors at the Work Placement Provider ....	62
GLOSSARY.....	70

## INTRODUCTION

---

The work placement represents perhaps the most frequently used form of work-based learning (hereafter: WBL) (Atkinson, 2016; Cahill, 2016; Henderson and Trede, 2017; Nottingham, 2016). A work placement is often named internship (Knouse and Fontenot, 2008; Silva et al, 2015). It appears in various forms, such as apprenticeship, clinical placement, service-based learning and community learning (Rodriguez et al, 2016), cooperative and paid work experience (Kimberly and Brent, 2016), job shadowing (Ismail et al, 2015), volunteering (Fung, 2017), etc. The cases identified by WEXHE covering a range of different countries, show a great variety of placement forms, even though they are limited to learning and training of university students in real work environments, i.e., at the workplaces carrying out meaningful workloads. Looking at the WEXHE cases one can make a distinction between three work placement approaches:

- Integrated approach
- Clearing house/ intermediary approach, and
- Corporate approach.

This package deals with the **corporate approach**, which focuses on the autonomous initiative of various types of organisations to offer work placements to students. This is not an ideal solution. However, in the absence of cooperation between employers and universities this approach helps meet short-term interests of students to earn some money and employers to engage additional labour as well as long-term interests of students to try out the knowledge acquired at the university, to develop further some competences and to get in touch with employers, and interests of employers to assure the development and recruitment of talents needed in the future as well as to demonstrate their social responsibility.

### The Purpose of the Work Placement Package

The Placement Package – corporate approach - is based on information from actual placement 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 all institutions making efforts to raise the quality of tertiary education in terms of higher employability of students and relevance of their competences for the world of work. Public and private investments in one's education are high. Therefore, adequate returns on investments, such as the quality of labour, individual employment and career prospects and personal satisfaction are reasonably expected.

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 for those experts who are in charge of work placements or who plan to apply it. It is not a recipe but should be applied as a menu out of which one can take solutions that fit best to the local conditions.

The package is prepared primarily for employers, which strive to:

- Link education and training processes with work processes
- Bring work situations into the learning/ studying processes
- Use work processes as a means of learning and knowledge transfer
- Increase the quality and relevance of students' competences
- Increase employability of students, and
- Provide high quality human resources in a long-term perspective.

It is expected by society at large that students are equipped with up-to-date competences. A work placement can help them to acquire competences that are essential for life and work, and which can be best developed in a work environment in particular. Spending a substantial amount of time with an employer brings a student experiences on how to practically apply theoretical knowledge and skills at the work place. It enables the development of job specific skills and competences as well as familiarizing with an organisational environment and culture.

### Why work placements?

Several reasons speak in favour of work placements as one of the forms of work-based learning (WBL). Four of those seem to have become of the utmost importance in the recent decades:

1. Enrolment of an increasing share of young people into higher education has caused a shift from knowledge for the sake of knowledge for an elite to the pursuit of performance and achievement to prepare students for their future careers (Ebbutt, 1996)<sup>1</sup>.
2. Work environments have become knowledge-based, meaning that a lot of new knowledge is not only brought to the workplaces by new employees but is also created during the processes of work. This knowledge should be at least partially transferred on to students before they apply for jobs at employers where this knowledge is being created. *“The innovation that has occurred through WBL is that the workplace itself becomes the site of learning and the subject of the curriculum...”* (Major, 2016).
3. It has been realised that learning at work can enrich individuals with some knowledge which otherwise would be lost. *“Work-based learning... deliberately merges theory with practice and acknowledges the intersection of explicit and tacit forms of knowing at both individual and collective levels. It recognizes that learning is acquired in the midst of practice and can occur while working on the tasks and relationships at hand...”*

---

<sup>1</sup> David Ebbutt was at a time of publishing this article a researcher at the University of East Anglia. His work was focused on curricula action research and lecturers' professional development in developing countries.

*Work-based learning can thus help us explore the tacit processes invoked personally by practitioners as they work through the problems of daily practice” (Raelin, 2010).*

4. The increasing speed that technologies and production systems change has accentuated a competitive function of education and training. Employers seek graduates who do not need much time to achieve effective performance. Therefore, employers are ready to invest in training students placed in their companies.

Taking these reasons into account it has been acknowledged that universities and employers should be involved in knowledge creation and circulation. Knowing and doing coexist in a spiral of activity where knowledge informs practice, which generates further knowledge that in turn leads to changes in practice (Lester and Costley, 2010).

It seems crucial that WBL brings other qualities into the learning process and provides other outcomes than course-based or school-based learning. As Ebbutt (1996) explains course-based learning is focused on knowing about, on teaching, cognitive skills, and on theories, concepts and tools relevant to understand and conceptualise. WBL is focused on learning and mentoring, on transferable skills and competences, it provides students with the experience to effectively carry out routine tasks and to identify non-routine or unpredictable situations, and requires students to develop reflective skills, to reflect on their actions to develop and refine their own conceptual models. The relation between course-based and work-based learning is not mutually exclusive (‘either-or’) but rather mutually supportive (‘and-and’) although there is some intersection between the two and some learning outcomes can be achieved either way. Fung<sup>2</sup> (2017) states that *“it is not obvious that there are any necessary tensions between academia and developing students’ opportunities for employment... The Connected Curriculum framework assumes that there need be no contradiction between developing students intellectually as critical citizens and preparing them for the workplace”*. The point is that with WBL one can seek a synergy of theory and practice, of reflection and applicable skills, of explicit and tacit knowledge, between university and industry (Raelin, 2010). *“...WBL is a learning approach that uses the work place as a medium for knowledge transfer. Generally, the WBL method involves the combination of learning in an educational institution and the work place”* (Ismail et al, 2015).

Having in mind the starting points mentioned above, one should make a step towards training arrangements which make space for work placements in the process of work that should establish links with a curriculum.

---

<sup>2</sup> Dilly Fung is Professor of Higher Education Development and Academic Director of the Arena Centre for Research-Based Education at UCL. Drawing on her long career as an educator in both further and higher education, she leads a team that focuses on advancing research-based education at UCL and beyond.





## LEARNING AND TRAINING ARRANGEMENTS: CONTENT OF THE MODULE

---

A learning module represents a kind of general curriculum which can serve as a basis for the elaboration of concrete placement programmes in various organisations. These programmes must be adjusted to individual 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/ company;
- 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 of a learning programme relevant for a placement. The focus will be on a general 'module' level with occasional reference to a specific placement module/ plan. The curriculum components will be addressed first, followed by organisational arrangements.

A university will usually provide a window for a work placement for all students enrolled in a certain study programme. This means that a work placement is part of the study programme design. Therefore, it is an integral part of a study programme and can be constructed as a specific module. It can happen, however, that a work placement module is not embedded in a study programme beyond a general requirement that students must obtain certain practice in a work environment. In some study/ teaching programmes a work placement is not even required. Yet, a corporate approach enables all students to do a work placement in which they (and employers) may be interested in.

### Goals and objectives

The main goal of a corporate work placement approach is to establish a proper learning environment at an employer in order to achieve high quality learning outcomes. Other most frequently mentioned motives to offer work placements, are:

- on the side of students: to develop understanding of theory in a real work environment, to increase employability, to develop skills, to develop realistic expectations about work environment (Knouse and Fontenot, 2008), to gain real work experience and to build a resume for their work career (Friedrich, 2017);
- on the side of employers: to identify talents, to motivate, socialise and assess future employees, to acquire new ideas and technologies based on cooperation with universities, to disburden existing employees and to achieve better image in the eyes of clients and general public (Harrison, 2017, Friedrich, 2017);

The duration of a work placement must be long enough so that students gain a good understanding on the functioning of the organisation, learn how to implement subject specific and generic knowledge and skills in practice, upgrade existing and acquire missing skills and competences, get into existing social networks and build their own. Owen<sup>3</sup> et al (2017) found that it is beneficial for academic performance, study satisfaction and low dropout rates if up to half the learning time is spent on work-based learning. In the majority of the WEXHE cases, work placement has a duration between 3 and 12 months. In the so called 'dual system' it is considerably longer. In about one quarter of the cases, placements are shorter than 3 and sometimes even shorter than one month. Following the WEXHE research, such a placement cannot contribute significantly to the development of competences and skills and therefore remains on the level of 'sniffing and impression gathering'.

---

<sup>3</sup> Michael S. Owen works at the School of Psychology, Social Work and Social Policy, Asia Pacific Centre for Work Health and Safety, University of South Australia, Adelaide.

A corporate work placement implies:

- to identify competences to be developed during a placement in a regular work environment (work place)
- to identify prior knowledge and skills needed (and developed by course work) for a successful work placement
- to identify work situations, projects and methods of competences' development
- to provide a proper preparation, supervision and mentoring to students on placement
- to upgrade students' existing and develop additional competences, and
- to assess acquired competences and award students certificates.

### 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 competences that are reflected in the study programme. It is a responsibility of universities to update their study programmes at a regular basis to keep learning outcomes relevant to society. A lot of competences can be delivered to students in the classroom. However, some competences can only reach the intended/ required level in a real work environment; as school-based learning including various kinds of exercises and simulations do not suffice. In addition, work processes and technologies in organisations include specific tasks and operations that cannot be found elsewhere and thus bring competitive advantages to the placement provider. The competences needed to effectively participate in such work processes can be developed only at the workplace.

Where students develop the required competences depends on a professional field as well as on the competences themselves. In some professional areas, such as business and economics, one can bring a lot of practice into the university study process by inviting experienced practitioners as (guest) lecturers, by studying cases, by simulating business situations, e.g., 'learning enterprise' (Amant, 2003), analysing real business issues from companies in teams of students and by other active learning methods. In the area of engineering, on the other hand, it is difficult for a university to obtain all the variety of technological equipment that enables the simulation of real work situations. It is particularly difficult if not impossible to simulate a social atmosphere that exists in the working environment.

Little (2000)<sup>4</sup> claims that WBL contributes to the development of the following skills:

---

<sup>4</sup> Brenda Little was at the time of publishing working at the Centre for Higher Education Research and Information of the Open University, London. Currently she is a higher education consultant at Self-Employed, London.

- *“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 work placement is 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). All the cases accentuate the importance of application of knowledge in practice. This cannot be considered as a special competence but rather as a substance of every competence and as a core of work placement. According to the frequency of their appearance, which does not differ significantly between professional fields, the most frequently mentioned competences are:

- **Communication, social relations 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, eagerness to communicate with others, having sense of empathy, negotiation with co-workers, partners and customers, recognising partners’ messages, convincing argumentation, self-confidence in communication, searching compromises, etc.)
- **Team work and networking** (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, making others interested for own ideas, keeping contacts with people from various interest groups, etc.)
- **Problem solving and decision making** (ready to take decisions and not avoiding decision making, attention to details, analytical skills, ability to synthesize and elaborate alternative solutions, ability to sort out and prioritize alternatives, persistence in seeking and implementing solutions, commitment to organisational goals and engagement in their attainment, etc.)
- **Initiating creative and/ or innovative ideas** (ability to originate new ideas, to think out of the box, to seek improvements of existing processes and to focus on details, readiness to share ones thoughts and elaborate proposals, open mindedness, take own initiative when action is needed, look at challenges as opportunities, etc.)

- **Independent learning and working, capacity and enthusiasm to learn** (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, making balanced judgements about risks and assistance seeking, taking responsibility for own decisions and mistakes, etc.)
- **Entrepreneurship and leadership** (ability to generate business ideas, giving preference to autonomous action, ready to take risks, persistence in goals attainment, 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 the abilities and skills of others and to motivate them so that they will use these, readiness to assist co-workers, to fairly assess contributions and to give clear positive and negative feedback, recognition and critique, ability to transfer and readiness to share knowledge and skills with co-workers, empathy and assertiveness, being accepted by co-workers, etc.)
- **IT skills** (ability to utilise various kinds of IT equipment – pcs, big computers, computer aided and managed machinery, ability to understand, utilize and generate various information concepts, solutions and systems.)

In addition to the enumerated common competences there are a few that, as the WEXHE cases show, occur in some professional fields only. The cases from soft pure (e.g. humanities) and hard applied (e.g. engineering) disciplinary areas have the following in common:

- **Design and management of projects and processes** (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, to carefully monitor and coordinate processes, to manage successfully critical situations, such as process interruption, delays, etc.)

Soft-applied (e.g. social sciences) and hard-applied fields' cases identified an additional competence:

- **Organisational abilities** (attention to details, timeliness, work under pressure) which to some extent have overlap with competences such as 'design and management of projects and processes' and 'problem solving and decision making'.

Soft-pure (e.g. humanities) and soft-applied fields' (e.g. social sciences) cases put forward:

- **Abstract, strategic and analytical thinking and skills.**

Soft-applied field cases only highly accentuate:

- **Critical reflection on work experiences and ethics.**

It is difficult to make some decisive conclusions on the presented competences' structure with respect to professional fields. It could be expected that cases in the soft applied disciplinary area accentuate critical reflection, but the same could have been expected in hard-applied cases where it has not appeared. Problem solving and decision-making competences occur in many of the soft-pure and hard-applied cases, but less frequently in soft applied cases for no obvious reason. 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, placement providers may also want to foster some employer and job specific ones during a placement. While transversal competences are recommended to be developed in all organisations, employer-specific competences are acquired by all practitioners of a particular organisation and job specific ones vary for each individual work placement. 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 study programme including its placement module a proper selection of competences must be made and all competences do not need to be developed to the highest level.

The number of competences and the level of competence proficiency/ mastery to be achieved represent the basis for the allocation of credit points in a certain course or programme. This usually implies also the expected workload of students expressed in the number of hours needed to acquire certain competence.

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 placement programme. The other information comes from the study programme that students - future practitioners - are involved in. The core of the placement 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 practitioner (student on placement) where**

K stands for knowledge, S for skills and AR for autonomy/ responsibilities. The result of such an analysis on the study programme (class of students) level in comparison to the expected 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 work placement 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 placement should bridge the competency gap when a (last) work placement is finished. In practice, however, only narrowing the gap to a certain degree is also welcomed.

For the preparation of work placement programmes and for their monitoring and evaluation the learning outcomes to be achieved at the end of placement 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 PLACEMENT – LEVEL 6

QF EHEA descriptors	SQF dimensions	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts. Take responsibility for managing professional development of individuals and groups.
	Competences			
I - Demonstrate knowledge and understanding				
II - Apply knowledge and understanding	<ul style="list-style-type: none"> <li>- Problem solving and decision making</li>   <li>- IT skills</li> </ul>	<ul style="list-style-type: none"> <li>-Establish methods of analysis / solution of problems from the professional field by linking concepts with basic strategies, procedures and tools. Demonstrate awareness of the key aspects of professional, ethical and social responsibilities linked to management of activities in the professional area, decision making and judgement formulation.</li> <li>- Demonstrate knowledge and understanding of contemporary IT technology, tools, methods and information systems relevant for the professional field.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse a complex problem, recognise its structure, devise, execute and validate a plan for its solution in the professional field. Manage work context in the subject area, take decisions and formulate judgements.</li> <li>- Effectively apply installed IT technology supporting work processes in the subject area even in complex and unpredictable situations. Initiate improvements in IT technology and information systems.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify appropriate concepts, methods of analysis/ solution of complex problems in the professional field. Identify appropriate and relevant approaches to manage work contexts in the subject area and reflect on professional, ethical and social responsibilities in taking decisions and formulating judgements.</li> <li>- Take responsibility for the utilisation and improvements of IT technology and information systems in the subject area taking into account their technical performance, ethical and data protection issues. Ability to transfer knowledge, skills and ethical standards regarding IT on to co-workers.</li> </ul>

III - Gather and interpret relevant data	- Initiating creative and / or innovative ideas	-Demonstrate knowledge of the on-going nature of research and debate in the professional field.	- Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument.	-Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.
IV - Communicate information, ideas, problems and solutions	-Team work and networking  -Communication, social relation and negotiation  - Entrepreneurship and leadership	-Demonstrate knowledge and understanding of methods of team composition, networks and attitude to work collaboratively.  -Demonstrate knowledge and understanding of social relations, established 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 entrepreneurship, leadership, management and teams.	-Function effectively in national and international working / project teams and networks. -Communicate effectively, clearly and unambiguously complex information, activities and their results to wider national and international audiences in oral and written form. Negotiate effectively with co-workers, superiors, customers and partners. - Able to initiate, elaborate and implement new business. 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.	-Identify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively. -Identify appropriate and relevant communication methods, tools and terminology. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences fostering transparency and responsibility.  -Ready to take risks associated with business projects. 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	-Independent learning and	-Demonstrate advanced knowledge and understanding of the learning and	-Engage in independent learning and follow	-Identify appropriate learning and working methods to follow

with high degree of autonomy	working, capacity and enthusiasm to learn	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.	developments in science and technology autonomously. Organize own study. Work autonomously taking initiatives and managing time. Demonstrate acquired knowledge at work. Evaluate personal work.	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 initiative and acknowledge accountability for the assigned tasks.
------------------------------	---	---	--	--

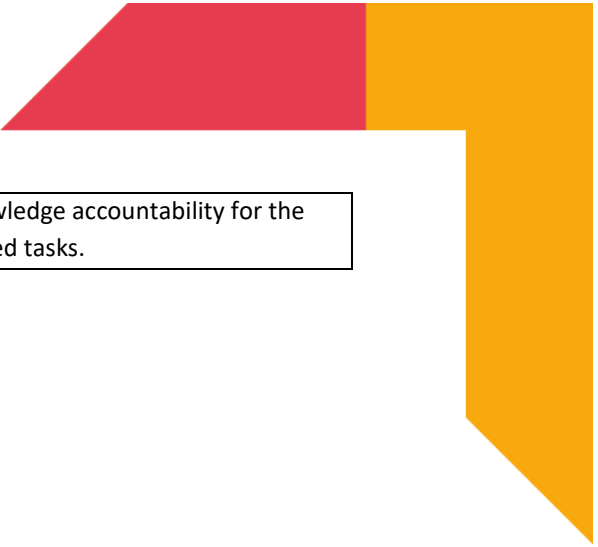
Table 3: TRANSVERSAL/ GENERIC COMPETENCES AND GENERALIZED LEARNING OUTCOMES DESCRIPTION FOR PLACEMENT – LEVEL 7

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

	- IT skills	<p>tools. Demonstrate critical awareness of the key aspects of professional, ethical and social responsibilities linked to management of work contexts, decision making and judgement formulation in the subject area.</p> <p>- Demonstrate knowledge and understanding of advanced IT technology, tools, methods and information systems, especially relevant for the professional field including critical awareness of its limitations.</p>	<p>subject area and within broader or multidisciplinary contexts that may be unpredictable and require new strategic approaches, take decisions and formulate judgements.</p> <p>- Apply advanced IT technology supporting work processes in the subject area innovatively in complex and unpredictable situations. Initiate improvements in IT technology and information systems, and in their implementation.</p>	<p>relevant strategic approaches and analyse professional, ethical and social responsibilities linked to the management of work contexts in the subject area and within broader or multidisciplinary contexts, taking coherent decisions and formulating coherent judgements.</p> <p>- Take responsibility for the utilisation and improvements of IT technology and information systems in the subject area taking into account their strategic potentials, ethical and data protection issues. Ability to transfer knowledge, skills and ethical standards regarding IT and its strategic potentials on to co-workers.</p>
III - Gather and interpret relevant data	- Creativity - initiation of innovative ideas	-Demonstrate detailed knowledge and understanding of the on-going nature of research and debate in the professional field contributing to innovative perspectives.	- Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument. Formulate original interpretations and innovation proposals.	-Deal with relevant problems in an original manner. Organize complex efforts integrating the results of diverse studies and analyses and produce the required product according to established deadlines.
IV - Communicate information, ideas, problems and solutions	-Team working and networking	-Demonstrate knowledge and understanding of methods and management strategies of teams and networks that may be composed of different disciplines and levels. -Demonstrate knowledge and understanding of social relations,	-Function effectively in national and international working/ project teams and networks as member or leader.  -Communicate effectively, clearly and unambiguously complex information,	-Identify and justify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively.

	<p>-Communication, social relations and negotiation</p> <p>- Entrepreneurship and leadership</p>	<p>principles and tools of intercultural and interdisciplinary communication, as critical understanding of the use of social media and communication technologies in the professional and wider social contexts including negotiation.</p> <p>-Demonstrate knowledge of theories and models of entrepreneurship and leadership, management and teams.</p>	<p>activities and their results to wider national and international audiences in oral and written form using various media in more than one language. Communicate activities' results and the knowledge and rationale underpinning them. Negotiate effectively with co-workers, superiors, customers and partners most sensitive issues.</p> <p>- Able to initiate, elaborate and implement new complex business. 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>-Identify appropriate and relevant communication strategies, methods, tools and terminology for highly sensitive issues and situations. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences ideas, problems and solutions fostering transparency and responsibility.</p> <p>-Ready to take risks associated with complex business projects. 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>
<p>V - Undertake further study with high degree of autonomy</p>	<p>-Independent learning and working, capacity and enthusiasm to learn</p>	<p>-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.</p>	<p>-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.</p>	<p>-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 initiative and</p>





				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 case (organisation, programme) 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).*

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

Learning and teaching of students should be organised in proper physical, social and organisational environments, which enhance competence development. Students should attend appropriate courses which are supplemented by placement in working and project teams and at workplaces/ departments where they practice daily tasks. They are expected to apply their theoretical and conceptual knowledge by designing the projects, managing them and reporting 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 students revealed in the WEXHE cases and relevant for work placement could be structured as follows:

- **Course work:** In the integrated approach to work placement the bulk of course work is carried out at the university. It includes course units dealing with basic disciplinary theories and concepts, applied courses and various active forms of teaching and learning, such as seminars, exercises, research and other projects, discussion groups, round tables, field visits, etc. Disciplinary courses aim at transfer of basic knowledge relevant for the professional field, applied courses at the application of knowledge in specific areas of life and work, and all the active forms of learning and teaching aim at the development of competences and skills needed to effectively address real life and work situations. Where the course work and development of competences and skills at the university end and where the development of skills and competences in work environment continues, depends on several factors, such as the disciplinary area of study, the design of the study programme, availability of work placement places and other similar reasons.

Having established a good theoretical basis university should, in addition, prepare students for the work in an organisation by offering them introductory courses on how work and life in an organisation may look like, what the rights and duties of students are and what they are expected to achieve when doing a work placement. Quite some WEXHE cases show that courses given by universities are focused on the development of generic competences. These generic competences are then upgraded later at the work place during a placement. Examples of such course work are: introductions to business, negotiation, project management, decision-making, teamwork, interpersonal communication, engineering methodology and other similar courses.

At the beginning of a placement some placement providers involve students in the induction days where 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 experts of the involved placement provider. During the placement the accent is on gaining work experiences by practicing various work activities. In a few of the WEXHE cases only placement providers organise various introductory courses for their interns.

- **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 placement provider and assigned to students. A popular approach is also that students themselves are asked to propose and elaborate projects that might be of interest to the placement provider. Several competences including innovativeness, project design and initiative are developed and tested this way. In some cases students 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 students only, but regularly the composition is a mix of students and experienced workers who serve as instructors and mentors and monitor the progress of students.

During the placement period a student may work on more than one project. It is recommended that students proceed from less to more demanding projects as to be faced with proper challenges. It is highly important that project work is carried out in the working environment of the company where students address real problems and seek solutions in cooperation with regular employees. Project work in the university environment is welcomed, but it usually does not suffice. 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.

- **Placements in a regular work environment:** This is a traditional and widely used form of placement. Students can consecutively work in various departments in the organisation in order to get acquainted with the overall working process. They stay in each department for a certain period of time and perform tasks assigned by the local supervisor. They may stay in one or two departments only, especially if a placement does not last long. This depends on the study programme/ placement module in which the links between skills and competences to be developed, methods used for their development and work environments where development can be achieved are established. Students 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 not to only perform routine tasks. An intern must be given sufficient time and opportunities for imagination, innovation and reflection. *“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).

Some examples of how to develop selected competences in work environment using various methods are given in table 4. They are mainly 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. The more students on placement can play an active role (prepare a placement plan, initiate and elaborate projects to work on, get autonomy in choosing the ways of job performance and projects’ realisation, reflect on placement experiences, etc.) the higher the possibilities to develop their competences to higher levels.

Table 4: MEANS OF STUDENTS' TRANSVERSAL/ GENERIC COMPETENCES DEVELOPMENT WHILE ON PLACEMENT

<b>SECTORAL COMPETENCES</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Autonomy and responsibility</b>
General (Modes of learning and teaching)	Seminars, induction days, conferences, fairs, field visits, online modules	Project work, practicing routine work, research, workshops, round tables, boot camps, socialising meetings, business breakfasts	Reflection on work experiences, individual and group evaluation meetings, delegation of tasks and responsibilities to students
Problem solving and decision making	One to one coaching, safety at work course, course on production process engineering and systems, seminars on decision making	Rotation between departments and workplaces in the company, development and marketing research, performance of interviews	Leave intern to deal with a certain problem autonomously and set solution deadline, ask him/ her to elaborate alternative solutions to problems and to prioritize them
IT skills	Seminars on the IT and information systems in the company, their potentials and limitations	Placement in the IT department and IT project groups, IT workshops, work with IT technology at various workplaces	Discuss ethical and technical issues of IT utilisation in a company
Creativity -initiation of innovative ideas	Seminar on the innovation support system in the company	Training in the R&D department, involvement into development projects, assignment of a plan design, involvement in strategy design, participation in quality and innovation circles, encourage generation of improvements proposals	Reward new ideas and proposals, allow mistakes, allocate time for incubation and reflection, organize discussions on company's innovation policy
Team working and networking	Seminar on company's organisational structure, the composition and functions of teams and teamwork, the role of professionals, suppliers, customers and other networks	Placement in project teams, working teams, quality and innovation circles. Invite interns to informal meetings and social events for networking purposes	Coach interns, give feedback on their performance in a team, monitor reactions of other team members
Communication, social relations and negotiation	Seminar on company's communication and language policies, utilisation of various media, rules of communication, information flows, styles of	Writing reports, presentation of reports, taking part in the discussion and workshops, giving lectures and	Provide clear communication standards of a profession and of an organisation, provide opportunities for written and oral

	communication inside company and with the environment: public media, partners, customers	seminars, involvement in bargaining with internal and external customers	communication, for negotiation and intercultural communication, initiate learning of languages
Entrepreneurship and leadership	Seminar on company's philosophy and strategy towards entrepreneurship and leadership: cases, valuation and enhancement of entrepreneurship, leadership style, interpersonal skills, corporate organisation and management (basics, finance, marketing, human resources...), conflict resolution, intercultural leadership, business excellence, intellectual property	Invite interns to propose entrepreneurship ideas. Chairing sessions, workshops, seminars, coordinating projects, leading co-workers, rotating between departments	Give interns the opportunity to step in a coordinative role, to create his/ her own team, invite intern to be a message provider to co-workers. Invite interns to participate in entrepreneurship discussion groups, annual business and performance appraisal conferences, etc.
Independent learning and working, capacity and enthusiasm to learn	Seminar on company's education and training system and policies, on performance appraisal system	Involvement into study groups, study of certain material for the working group presentation, invitation to education and training events in the company, assignment of individual tasks	Convey interns the expectation to be updated with the development in their professional field, set clear standards on working time, deadlines and quality

### Admission and submission of applications

In a corporate approach for work placements, placement providers can set up a placement programme/ module each year or periodically for a certain number of students involved in certain study programmes. Employers specify criteria that students need to meet in order to be admitted to the placement programme, e.g., field of study and achievements of students during their study period. SMEs can be more selective in their selection procedure. They do not need many interns because of the limited possibilities to properly place them due to their size and higher specialisation level. Therefore, SMEs tend to define the admission criteria for new interns more specifically. In the obtained WEXHE cases these criteria are:

- Field of study
- Marks obtained in the study process
- Certain competences, such as language and communication skills
- A draft of a placement plan
- Extra-curricular activities and special achievements.

Candidates for a placement are usually asked to submit an (informal) application. Apart from a preliminary placement plan/ project they can be required to present: a motivation letter, CV including presentation of him/ herself in a written or video format, grade list, recommendation letter etc. On this basis candidates are sometimes invited to participate in a selection procedure. The choice of selection criteria and the strictness of their application depend on the number of interested candidates, the conditions under which eventual public subsidies are offered and the placement providers practice and needs.

Such an approach to work placement is open for all students: those who are obliged to do work placement according to their study programmes and those who seek work placement on their own initiative; those who approach employers directly and those who are directed to employers by universities or intermediary agencies. In any case, a placement provider is expected to have a well-designed placement programme/ module which provides for achieving the expected learning outcomes during a placement. A well-designed programme/ module implies that an employer helps students to elaborate a detailed individual work placement plan.

### Assessment of students and certification

Mentors and supervisors monitor students on the basis of their 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 the testing of 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)<sup>5</sup>.*

The WEXHE cases describe some assessment and certification procedures and instruments applied by students, their mentors and supervisors. Frequently mentioned assessment instruments are:

- Students’ records/ diaries/ personal journals on daily/ weekly activities
- Students’ written reports on the projects’ realisation, process and placement results – interim and final
- Students’ physical/ oral/ video presentations of project results and reports
- Placement provider supervisors’/ mentors’ performance appraisal and feedback to interns
- Placement provider supervisors’/ tutors’ progress and final reports
- Students’ self-assessment and mutual assessment.

Assessment methods and instruments should be specified in the placement plan in order that every student and mentor/ supervisor knows them in advance. According to Little (2000) this information should include: what and for what purpose will be assessed, who will be involved carrying out assessment, what criteria will be applied, and in what form public recognition of the learning will be given. Special attention should be paid to the assessment of competences and skills specified in the programme.

It is desirable that the placement provider issues certificates when students finish their placement. This practice can contribute to better study records of a student.

---

<sup>5</sup> Amanda Henderson works at Griffith University, Queensland, Australia and Franziska Trede works at Charles Sturt University, Sydney, Australia.



## ORGANISATIONAL ARRANGEMENTS AND PROCEDURES REGARDING LEARNING AND TRAINING

---

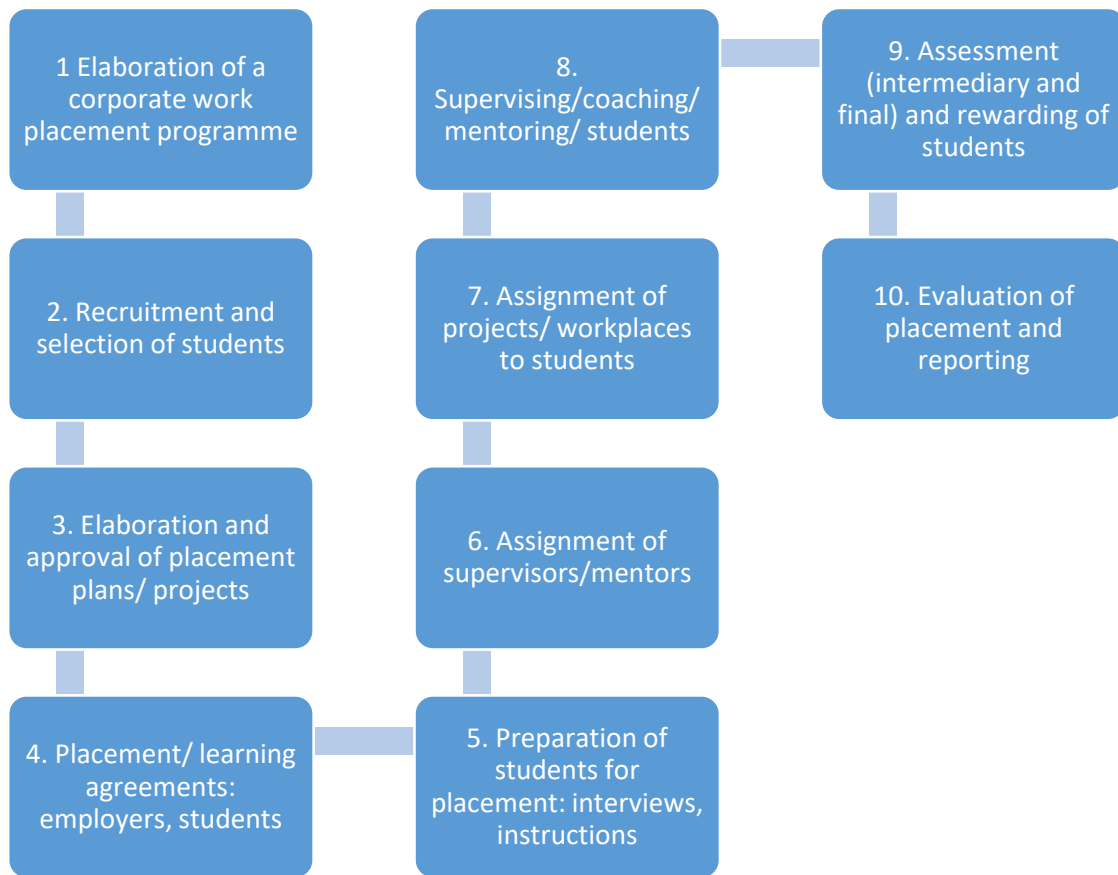
A learning module includes elements that are closely focused on the learning process. In order for learning to run smoothly some organisational arrangements are required. The key arrangements are described in the following paragraphs with a focus on the roles of employers.

*“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). “... The most effective configurations of WBL involve the confluence of university facilitator, industry specialist and participant... who together establish a learning context in which theory, practice and disciplinary knowledge cohere” (Dalrymple et al, 2014).*

### Process specification – sequence and description of activities

The placement process is composed of several activities and steps. They will be shortly described in terms of ‘who does what’. It should be noted that not every work activity is a learning activity. Therefore it is considered to be highly important that employers who initiate work placements follow certain learning principles when structuring work processes in which interns participate. As outlined in the previous part of the report, placement providers should use the competences and skills an intern is supposed to develop as a starting point and carefully plan the methods necessary for competences and skills development, as well as for the tasks and projects that are assigned to an intern. Otherwise a work placement may turn into cheap labour exploitation and students do not learn enough. The main steps of a corporate work placement process are visible in the diagram 1:

Diagram 1: An example of a placement process specification – corporate approach



A work placement is not a linear process. It allows for several variations and interactions of involved parties. For instance, assignment of supervisors/ mentors can be done prior to placement plans approval in order that mentors take part in the elaboration and approval of placement plans, projects and work places can be assigned to students by placement plans or placement/ learning agreements already, etc. Some steps require deeper expertise that can only be mentioned and not presented in detail in this text.

**Elaboration of a corporate work placement programme:** An organisation offering work placements usually does it systematically. It takes it as an instrument of a long-term talents recruitment strategy. In this respect a work placement can represent a first step and a traineeship a second one (see the WEXHE Traineeship Packages). Although there might be other reasons to initiate work placement of students, (such as demonstrating corporate social responsibility, interest in collaborating with universities, to bring some new knowledge into organisation or to engage additional labour in the peak of a production cycle) long-term recruitment and development of future employees seems to be and should be the most important one.

A placement provider is expected to practice work placements of students systematically year by year according to a work placement programme. The programme should specify:

- How many work placement posts will be offered in various fields of study in a certain period
- What will be the rights and obligations of interns (working time, remuneration and costs reimbursement, relation to their schools and mentors including course work, etc.)
- What the procedure of students' recruitment and selection will be like
- Which competences will be developed
- Which modes of teaching and learning will be used (workshops, exercises, discussion groups, project work, on-the-job training etc.) to achieve the pre-set learning outcomes
- How much time a specific work placement will last
- Which prior learning (courses) should be finished before a placement starts
- Which are appropriate placement environments (work processes and units, work places, projects, etc.) for the development of required competences and skills
- Who will be supervisors/ mentors taking responsibility for new interns
- How the intended learning outcomes during a placement will be assessed and certified.

A work placement programme is designed by the placement provider's education and training or other HR experts.

**Recruitment and selection of students for placement:** An organisation offering placements can recruit students in different ways: students can approach an organisation themselves, an organisation can have links established with universities which are interested to send their

students on work placement and enable organisation's representatives to inform students about placement possibilities, or an organisation can publish a call for work placements to which students apply.

It is desirable that students take an active part in searching a placement position and are not 'served' a placement position by the university. This should be considered as an important part of their learning process for an active role on the labour market, for the development of communication and negotiation skills etc. The main application input for a student is to identify a placement which suits his/ her interest best and – as a follow-up - prepare a placement plan, which needs to be approved by the placement provider (and the university supervisor if placement is a part of curriculum and brings credit points). However, an application may also include sending other information and documents, similar to those needed for regular job applications. This would be specified in the 'call for applications'. The required documents can include a CV, a motivation and recommendation letter, overview of marks etc.

The next step is to select the desired number of interns, which is determined by the number of placement positions. In the selection procedure the main check is to what extent students meet the admission criteria as has been set out in the 'call for applications', or otherwise expressed by placement provider. These can be rather simple, e.g., the area of study, marks, special achievements and interests, and quality of a placement plan/ project. Candidates may be asked to respond to an 'expectations survey' and to do certain tests. Usually there is a short interview applicants need to pass and perhaps even medical examination in very specific cases.

**Elaboration and approval of a placement plan/ project:** A placement plan represents the core of a student's preparation for placement. It is based on conversations with the supervisors at the university and at the placement provider. It specifies the work environment, work processes, jobs and projects a student will be involved in during a placement. There is a description of goals and objectives, competences and skills to be developed, intended learning outcomes, and forms and methods of training to be implemented. In addition, the placement plan should include organisational units in which training will take place, outputs a trainee is expected to deliver and methods of assessment. It is expected that students prepare their own placement plans while their supervisors and mentors at the university and at the placement provider advise them if they need assistance. A mentor or coordinator of placement from the placement provider can be involved in final elaboration of a placement plan or project and should approve it (together with a mentor from the university if placement is a part of curriculum and brings credit points).

**Placement/ learning agreement:** A placement agreement *"should include a clearly articulated agreement between the employer [placement provider], participant [student] and education institution or intermediary organisation that identifies expectations for each*

*partner and the general structure of the experience*” (Kimberly and Brent, 2016). It is a formal act which determines the division of labour and responsibilities between the placement provider and student. It is a variant of an employment contract provided for the duration of the placement. It sets out the rights and obligations of the intern according to the country’s labour/ education legislation, and with some specifics of the placement provider that fit into the general legislation framework. An integral part of the placement agreement is the **learning agreement**, which is prepared on the basis of a student’s placement plan/ project. It sets out the tasks and projects to be assigned, the work units in which a student 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 student is responsible to, the ways of communication with them, etc. “The agreement will include clear learning objectives, a process that is appropriate to the level and context of the programme, as well as agreement about what the learner will do, what support the university and often the employer will provide, and the types of evidence to be produced for assessment ” (Lester and Costley, 2010). This is a tripartite act signed by the student, a placement provider and university. Placement agreements are prepared by experts of training and labour relations of the placement provider and at the university. However, a placement provider can also offer work placement to students who are not obliged to do a placement but wish to gain work experiences on their own initiative. In such a case a two-partite agreement between and organisation and a student is appropriate.

**Preparation of students for placement:** Apart from knowledge acquired in course work, students need additional preparation for a successful placement. Some competences and skills (communication, team work, IT skills, etc.) can already be developed in the class room initially by offering applied courses, exercises, workshops, discussion groups, project work, presentations, etc. Such competences and skills are upgraded and polished in real work environments during a work placement. In addition, students must be informed and instructed on organisational and work process regimes, work security, codes of behaviour, rights and obligations, etc. An interview with each student is recommended to find out his/ her preferences and expectations, eventual worries, strengths and weaknesses regarding placement, relevant prior knowledge, personal characteristics etc. This preparation, if not done at the university with special involvement of the student’s mentors and coordinators of the placement, should be carried out by a coordinator of work placement at a placement provider.

**Assignment of mentors/ supervisors to trainees:** The supervisor in the organisation where the placement is situated should be distinguished from the mentor, although it can be the same person in practice (see below). Both must be experienced enough to take up this responsibility. Supervisors are in regular contact with the student throughout the work placement period. A supervisor’s task is to support and empower a student through trustworthy relations which raises a student’s self-confidence (Clouder, 2009). In addition,

the supervisor is the student's main person of contact in the placement providing organisation and is also the person who will assess the student's placement activities in name of the placement provider. He/ she assists the student in getting acquainted with the organisation and its staff members and helps to establish contacts with other interns. The assignment of a supervisor is done by the coordinators of placements (if applicable) in the placement providing organisation. In addition to the supervisors, students can be instructed by other experienced staff members/ experts. A mentor takes care for an overall progress of a student throughout his/ her study. Therefore, a student is assigned a mentor rather at the university than at the placement provider where he/ she usually stays for a short period.

**Supervising, coaching, mentoring students:** A placement is carried out and monitored in accordance with the placement agreement including a placement plan/ project. This means that students work on one or more projects agreed upon in advance and/ or that they are placed in certain departments and/ or groups where they take part in regular/ daily work processes. Work activities that students perform during their placement, and contacts they establish and maintain should be scheduled purposefully to contribute to the achievement of learning outcomes. Students should report on performed tasks, obligations, results, events, (etc.) writing daily or weekly in diaries and other reports. The supervisors decide on eventual changes in work places and projects.

It is important that there is a regular contact between students and their supervisors. *"...it is not sufficient for students to just 'experience' the workplace passively, they need to actively engage in order to learn, 'learning is the product of students' efforts to interpret, and translate what they experience in order to make meaning of it'... Supporting students to reflect (effectively) on their studies and work experience is crucial"* (Helyer and Lee, 2014).

**Assessment and rewarding students:** The placement provider monitors the student's work directly or by consultation with other supervising colleagues and instructors. He/ she also reads the reports of the student and discusses this with the student individually or in a group meeting. Supervisors should care for the progress students make towards reaching the expected learning outcomes – and thus the development of competences and skills. Both supervisors assess students, but the university supervisor awards them the credits if applicable. Assessment results serve as feedback for all stakeholders involved in a placement: students, (if applicable) mentors, the supervisors at the placement provider, the supervisor at the university and the coordinators. The assessment procedures can also help the placement provider with the selection of future employees. Apart from certificates students are often reimbursed costs of travel or/ and given a modest allowance for their work.

**Evaluation of placement and reporting:** The evaluation of a placement is focused on the assessment of an individual student and his/ her fulfilment of the placement plan, and on the general placement practice/ programme involving all stakeholders. Intermediate evaluation(s) is(are) carried out during the process of placement. A final evaluation is usually

done at the end of the placement period. It is based on reports prepared by the students, according to a fixed format, which contains a list of topics to cover. The report is a key element in the assessment of the student performance, which is performed by the supervisors of the placement provider/ employer and the university. They check whether the intended learning outcomes have been met and at what level. Evaluation is also based on the reports of supervisors and other parties involved in work placement.

Evaluation results are reported to the management of the placement provider. Reporting to external authorities is required in case public subsidies are used for the financing of placement. One key element to measure success is that aims and objectives are actually met. On this basis placement practices can be changed. Reporting is a task of placement coordinators.

### Roles specification – tasks and responsibilities

There are several roles involved in work placement. How many and which ones are needed for effective training highly depends on the size of the placement provider. In a small organisation, which can take on one or maybe two students at a time the owner or general manager and his/ her secretary will take up most of the roles related to a placement's supervision. In a slightly larger organisation, an expert or manager will be authorised to take up the role of coordinator and/ or supervisor of students. 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 related to the placement. Only in larger organisations one can expect well developed HR and related services where various roles involved in placement evolve.

According to the WEXHE project, the most frequently mentioned roles situated in a placement provider are: supervisors/ (project) managers, mentors/ tutors/ coaches, instructors/ personal educators and those taking care for coordination which are usually situated in HR departments. There can also be administrative support for the placement activities carried out by the ones who have the administrative responsibility. The main roles are shortly specified in the following paragraphs. It should be noted, however, that neither in the literature nor in the WEXHE cases the distinction between these roles is clear cut. Therefore, in this report the terms 'mentors, tutors, coaches' will be used for persons who establish long-term relations with students to provide them overall support and guidance. Since work placements usually last for a short period there is not much place for real mentors in placement providing organisations. The exception perhaps is the dual education system. The term 'supervisors' and similar will be used for persons who manage work processes including work placement of students on a daily basis and who lead groups of workers in which interns are included also.

- **Mentors/ tutors/coaches.** These roles are overlapping to a great extent. The difference is rather in the name and style than in the content. At the placement

provider, mentors are chosen from among the experienced workers. Mentors are assigned to individual students, but one mentor can assist more than one student at a time. Mentors can instruct students how to do the assigned jobs directly. However, a more important role of a mentor than direct instruction is overall guidance, support to students throughout their placement period, empowerment and building of self-confidence.

A mentor helps to prepare placement plan, welcomes students, helps to establish contacts with supervisors, suggests students' participation in courses, seminars, workshops etc., monitors students' overall progress, discusses their career perspectives and issues that may arise, organises group meetings with students, enhances students' reflection on the placement process, etc. The main responsibility of a mentor in the company is to guide a student towards successful achievement of the agreed learning outcomes and to try his or her utmost best to help a student integrate 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 lecturer 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 students bringing new ideas and innovation into organisation. Students 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 desirable that people fulfilling the role of mentors are trained for it like 'meister' in German companies. In several countries SME associations organize the training of mentors who work in companies 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 managers/ lecturers in charge/ course directors** *“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 at the placement provider are responsible for supervising the student’s placement activities. They could perform the mentor’s role. Although students can circulate between different departments and work with different staff members, the appointed placement provider’s supervisor still supervises the student’s activities in close collaboration with his or her colleagues.

The supervisors’ and project manager’s role is to assign tasks to students, instruct and guide them. They give and interpret information on the organisation and its rules, as well as on the placement plans, help to establish contacts with instructors and other students on placement, monitor students’ progress, keep regular meetings with them and give feedback on their placement performance, discusses issues that may arise, organises group meetings with students, evaluate placement process etc. They also assess students and report on their progress. In case of project teams one of the experienced staff members or supervisors takes the lead for the project’s duration and takes up the role of team coordinator and instructor of students. The main responsibility of supervisors and project managers is to transfer competences from his/ her professional field and work domain on to the students.

- **Instructors/ personal educators/ facilitators.** Supervisors would often assign an instructor/ personal educator/ facilitator from his/ her staff members to train the student. Instructors guide students throughout the work processes in order that they try out and practice various tasks. They advise students, monitor their work, report on their performance and assess them. The role of facilitator is to work with interns and bring to the surface and make knowledge explicit, which has become tacit through repeated exercise. *“The facilitator’s role, in part, is to help create awareness of those habitual and unconscious behaviours that participants rely upon, in order to encourage them to re-evaluate their responses and develop fresh understandings... ..participant, industry specialist and facilitator are all learning from the process in which they are mutually engaged”* (Darlymple et al, 2014). In one of the WEXHE cases the role of ‘Practice Educators’ is described in detail. Among other tasks they are expected to: provide learning opportunities to students, arrange an appropriate induction programme, provide regular consultation, supervision and support, ensure that a written record of supervision is maintained, engage in direct teaching, help students to reflect critically on their

work, help students to integrate university-based and practice-based learning, participate in Practice Learning agreement and Progress Review meetings, identify students' achievements, advice how to prepare, read and evaluate students' reports and portfolios, report to university tutors, etc.

- **Coordinators.** Coordinators manage the placement and coordinate the activities of the other staff members involved in the work placement in the company: supervisors and students. Coordinators in cooperation with internal specialists or even external agencies take care for the smooth training of students: curriculum and placement module planning, designing the placement plans, selection of students, communication with and assistance of supervisors, monitoring, evaluating, and providing administrative support. The main responsibility of coordinators is to coordinate all the activities related to placement, meaning that all the stakeholders get relevant information on how to fulfil their roles, and receive the needed assistance. According to Friedrich (2017) the cases of best practice indicate that when there is a dedicated programme manager in an organisation, students are offered more meaningful jobs and that they receive a comprehensive orientation.

#### Organisational units / groups where placement is carried out

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

## FINANCING

Placement infers certain costs to the placement providers and students. However, it brings them benefits also. Essential costs and benefits of the two partners are presented in table 5.

Table 5: Costs and benefits of placement

PARTNERS	COSTS	BENEFITS
PLACEMENT PROVIDERS	<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 allowances/ 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> </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>
STUDENTS	<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</p>

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

The first is the amount of costs mentioned. This highly depends on the number of students on placement, on the type of placement 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 students' work and students' costs coverage, etc.

The other question is who is to bear the costs. Placement providers who offer only a few placements 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 students into regular work processes in order to compensate these costs and costs of allowances or wages by contribution of students to the production output. Placement costs may increase substantially in the organisations that offer bigger numbers of placements. In addition to the time spent by supervisors/ mentors/ instructors and financial compensation of students they need additional staff (coordinators, HR officers, administrators) to manage the whole placement process. Some organisations, especially SMEs complain about the administrative costs (time spent) related to placement of students, such as filling of various registration, assessment and evaluation forms, preparation of learning agreements and reporting to universities and public authorities. These organisations usually cannot compensate all the costs by students' labour and count therefore on long-term benefits. However, it is important to stipulate in this context that the instrument of placement 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 students can be expected to bear some costs of placement. In the European context where cost free education is advocated this would be rather strange and even ethically problematic. That is why the students' costs are usually covered by placement providers. In some cases a third parties step in, e.g., the state which offers tax allowances to employers who provide placements or which subsidises specific placement projects; EU Erasmus programme offering money for international placements which can help students from lower income classes in particular, etc. Another ethical problem is so-called exploitation of a cheap students' labour. This would occur in case that students are placed into regular work processes without any compensation, bearing their costs of travel, insurance, dress etc. themselves, and being left without a predesigned placement plan and without proper supervision. In an integrated approach to placement (see Placement Package – Integrated Approach) this may not happen. To the contrary, students develop their competences and in addition get covered their costs and are to a certain extent remunerated for their work.

The fourth issue is that placement brings short term or immediate costs and predominantly only long-term benefits. This makes some employers hesitant about providing placement to students. Among them there are especially those who are in economic difficulties and those without long-term development ambitions. Such employers do not understand placement 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 students' placement is practiced in some countries.

The WEXHE cases demonstrate that a placement may be organised in a rather modest way, meaning that there is a modest or no payment to students, students are not sent to additional courses and conferences, there is few investments in additional facilities and projects for the work of students, and rewards to supervisors and coordinators are modest - if given at all. The crucial point is that well trained supervisors are provided. The opposite situation can occur in case of rich placement providers that can raise enough resources to organise students' work placements. In some countries governments offer subsidies to placement providers, which decreases the amount of their investments. However, government schemes usually only allow for modest financial solutions. The WEXHE cases show a great variety of financial arrangements: from a full salary to no payment for the students, from coverage of all costs by placement providers to payment to companies by universities for the placements and even totally voluntary work placement practices based on existing resources of all partners.

## QUALITY ASSURANCE, EVALUATION AND ACCREDITATION

---

Quality assurance, evaluation and accreditation of a placement is a shared responsibility of universities and placement providers in most of the WEXHE cases. Various quality assurance and evaluation activities that interns and their supervisors are expected to perform are mentioned. The **quality** of a placement is usually assured by:

- Examination of placement plans tailored to individual trainees
- Good preparation of students before they start working on placement
- Placement agreements between partners
- Training of mentors/ instructors/ supervisors for their teaching and coaching roles
- Mentors/ instructors/ supervisors counselling and giving advice to students
- Regular meetings of supervisors with their students including their reports to coordinator.

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

- Students' evaluation of placement plans and its realisation by means of questionnaires, assessment templates and a placement report
- Supervisors' evaluation of the placement plans, their realisation and a placement report by means of questionnaires or assessment templates
- Evaluation seminars/ workshops organised for the group of students
- Coordinators' evaluation and reports.

There are two important things related to the evaluation. The first is that evaluation of a placement should be structured in every organisation as a system of permanent activities ranging from goals setting, choice of measures to attain goals, implementation of measures, monitoring of the placement process and evaluation of the results. The number of evaluation activities does not need to be too big and they should not be too demanding in terms of time and administration procedures/ activities. Second, the criteria of evaluation should be specified. Among the criteria special attention should be paid to meeting the goals and objectives of placement, i.e., to what extent the competences and skills specified in the placement plans are developed in the course of placement and to what extent the learning outcomes are achieved.

## REFERENCES

---

- Amant, K. (2003), "Expanding Internship to Enhance Academic-Industry Relations: A Perspective in Stakeholder Education", *Journal of Technical Writing and Communication*, Vol 33, No 3, pp. 45 – 53, retrieved from: <http://journals.sagepub.com.nukweb.nuk.uni-lj.si/doi/pdf/10.2190/MBJF-PW01-EJ9D-5QTO>
- Atkinson, G. (2016), *Work-based learning and work-integrated learning: fostering engagement with employers*, National Centre for Vocational Education Research, Australia.
- Cahill, C. (2016), *Making Work-Based Learning Work, Jobs for the future*.
- Chisholm, C.U. et al (2009), "The Characterisation of Work-Based Learning by Consideration of the Theories of Experiential Learning", *European Journal of Education*, Vol 44, No 3, pp. 319 – 336.
- Clouder, L. (2009), "'Being responsible': students' perspectives on trust, risk and work-based learning", *Teaching in Higher Education*, Vol 14, No 3, pp. 289 – 301, retrieved from: <http://www.tandfonline-com.nukweb.nuk.uni-lj.si/doi/pdf/10.1080/13562510902898858?needAccess=true>
- Darlymple, R. et al (2014), "Characterising work-based learning as a triadic learning endeavour", *Journal of Further and Higher Education*, Vol 38, No 1, pp. 75 – 89.
- Ebbutt, D. (1996) "Universities, Work-based Learning and Issues about Knowledge", *Research in Post-Compulsory Education*, Vol 1, No 3, pp. 357 – 372.
- Emelo, r. (2011), "Creating a new mindset: Guidelines for mentorship in today's workplace", *Training and Development*, Vol 65, No 1, pp. 44 – 48.
- Friedrich, B. (2017), *What are the best practices in overall intern experience among highly desirable internship programs?*, Cornell University, retrieved from <https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1169&context=student>
- Fung, D. (2017) *Connected Curriculum for Higher Education*, UCL Press.
- Harrison, D. (2017), "The benefits of constructing an effective internship program", *Journal of Research Initiatives*, Vol 3, No 1, retrieved from <https://digitalcommons.unctsu.edu/cgi/viewcontent.cgi?article=1136&context=jri>
- Helyer, R. and Lee, D. (2014), "The Role of Work Experience in the Future Employability of Higher Education graduates", *Higher Education Quarterly*, Vol 68, No 3, pp. 348 – 372.
- Henderson, A. and Trede, F. (2017), "Strengthening attainment of student learning outcomes during work-integrated learning: A collaborative governance framework across academia,

industry and students”, *Asia-Pacific Journal of Cooperative Education*, Vol 18, No 1, pp. 73 – 80.

Ismail, S. et al (2015), “A Comparison of the Work-based Learning Models and Implementation in Training Institutions”, *Procedia – Social and Behavioural Sciences* 204, pp. 282 – 289.

de Jong, J.S. et al (2006), “An exploration of the relationship between academic and experiential learning approaches in vocational education”, *British Journal of Educational Psychology*, Vol 76, No 1, pp. 155 – 169.

Kenny, M.E. et al (2015), “A Quality Inquiry of the Roles, Responsibilities, and Relationships Within Work-Based Learning Supervision”, *Journal of Career Development*, Vol 42, No 2, pp. 117 – 132.

Kimberly, H. and Brent, P. (2016), *State Strategies to Scale Quality-Based Learning*, NGA Center for Best Practices, Washington.

Knouse, S.B. and Fontenot, G. (2008), “Benefits of the business college internship: A research review”, *Journal of Employment Counseling*, Vol 45, No 2, pp. 61-66, retrieved from: <https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.2161-1920.2008.tb00045.x>

Lester, S. and Costley, C. (2010), “Work-based learning at higher education level: value, practice and critique”, *Studies in Higher Education*, Vol 35, No 5, pp. 561 – 575.

Little, B. (2000), “Undergraduates’ work-based learning and skills development”, *Tertiary Education & Management*, Vol 6, No 2, pp. 119 – 135.

Lundvall, B.A., Johnson, B. (1994), “The Learning Economy”, *Journal of Industry Studies*, Vol1, No 2, pp. 23-42.

Major, D. (2016), “Models of work-based learning, examples and reflections”, *Journal of Work Applied Management*, Vol 8, No 1, pp. 17 – 28.

Murphy, W. (2012), “Reverse mentoring at work: fostering cross-generational learning and developing millennial leaders”, *Human Resource Management*, Vol 51, No 4, pp. 549 – 573.

Nottingham, P. (2016), “The use of work-based learning pedagogical perspectives to inform flexible practice within higher education”, *Teaching in Higher Education*, Vol 21, No 7, pp. 790 – 806.

Owen, M.S., et al (2017), “An Integrated Model of Work-Study Conflict and Work-Study Facilitation”, *Journal of Career Development*, July 13, pp. 1 – 14.

Raelin, J.A. (2010), “Work-Based Learning: Valuing Practice as an Educational Event”, *New Directions for Teaching and Learning*, Wiley Periodicals, No 124, pp. 39 – 45.



Raelin, J.A. (2016), "Work-Based (Not Classroom) Learning as the Apt Preparation for the Practice of Management", *Management Teaching Review*, Vol 1, No 1, pp. 43 – 51.

Rodriguez, J. et al (2016), *Work-Based Learning as a Pathway to Postsecondary and Career Success, Insights on Equity and Outcomes*, No 18, Office of Community College Research and Leadership.

Schmidt, R. and Gibbs, P. (2009), "The Challenges of Work-Based Learning in the Changing Context of the European Higher Education Area", *European Journal of Education*, Vol 44, No 3, pp. 399 – 410.

Silva, P. et al (2015), "Stairway to employment? Internships in higher education", *Higher Education*, Vol 72, No 6, pp. 703-721, retrieved from:  
<http://eds.a.ebscohost.com.nukweb.nuk.uni-lj.si/eds/pdfviewer?vid=6&sid=66093ab9-3173-4d6d-b97d-f593ba2e0755%40sessionmgr4010>

Smith, P. and Preece, D. (2009), "Postgraduate work-based learning programmes in English higher education: exploring case studies of organisational practice", *Journal of Vocational Education and training*, Vol 62, No 2, pp. 169 – 182.

Wagenaar, R. (2019), *REFORM! TUNING the Modernisation process of Higher Education in Europe. A Blueprint for Student-Centred learning*. Tuning Academy, University of Deusto Bilbao and University of Groningen.

## APPENDICES

---

### Appendix 1 – Examples of cases illustrating placement corporate approach:

DEWESoft (Slovenia)

Novotex (Cyprus)

### Appendix 2 - Guidelines for a Work Placement Provider

The guidelines presented below are based on information from the WEXHE case studies. From these case studies the Work Placement Guidelines of the University of Warwick and the Study guide for BA placements of the Faculty of Arts, University of Groningen served as the main inspiration.

Dear Reader,

Thank you for offering to provide a work placement for one of our students. The purpose of this letter is to introduce the guidelines of our [UNIVERSITY/DEPARTMENT/STUDY PROGRAMME], and to offer you help and information which may assist in making the placement satisfactory for you and your organisation and for our student. This letter is the beginning of seeking agreement on the expected outcomes of the placement and on how it will be managed.

Our student, your intern, is studying [NAME OF DEGREE PROGRAMME] at the [NAME OF HE-INSTUTION].

This work placement is [A REQUIREMENT OF/ AN ELECTIVE WITHIN] the above mentioned degree programme and has the aim to enable students to learn how to apply and gain practical experience in using the knowledge and skills acquired during their studies.

#### **Requirements**

As an organisation receiving one of our students on placement, we would ask you to ensure that the following support and quality measures are in place:

1. The student on placement should have a supervisor within your organisation who is an experienced and knowledgeable employee. This supervisor must be accessible for

the student or work close by so that feedback can be provided regularly. In addition the supervisor will help to orientate the student within the organisation (e.g. introduce the student to colleagues, explain procedures and system etc.), will help to define the focus and direction of the placement, helps to define and set out the student's role in the organisation and provide an indication of the day-to-day tasks he or she will undertake.

2. Prior to the start of the placement the purpose, activity and duties of the placements, and the student's learning outcomes, should be clarified in a placement plan written by the student. The plan describes the content of the placement, the supervision and the planning. The placement assignment is written down after discussions between the student and the supervisor within your organization, and should correspond with the level of the student's degree programme. Once the supervising lecturer at our university approves the assignment, the agreements in the placement plan are confirmed by the signing of a placement contract to be signed by the placement supervisor within your organisation, the supervising lecturer and the student.
3. The work placement must have a minimum duration of [NUMBER OF HOURS] hours.
4. The student on placement must have access to an own workplace: the placement organization must offer the student on placement the opportunity to take part in the work process of the organization. It is essential that the student becomes familiar with the organization's structure and culture.
5. The placement assignment is challenging and can include some of the following elements<sup>6</sup>:
  - a. The student is encouraged to use his/her analytical and problem-solving skills
  - b. The assignment requires information search and processing skills
  - c. The student is required to use his/her written and oral communication skills
  - d. The student is required to a large extent to work independently.

### **Issues and Concerns**

If any difficulties or dissatisfaction arise during the placement, these should be raised in the first instance with the students. However, in the case of continuing difficulty or dissatisfaction please raise the matter directly with the supervising lecturer at the university, [NAME SUPERVISING LECTURER & CONTACT DETAILS], so that we can take appropriate action to remedy the matter.

Please contact me if you have any questions or would like to discuss the placement procedures that are in place. Thank you, again, for offering this work placement.

Yours sincerely,

[NAME OF THE PLACEMENT COORDINATOR]

---

<sup>6</sup> Depending on the disciplinary area in which the placement takes place.

The template provided below is based on information from the WEXHE case studies, in particular the Placement Contract from the SBP Programme of the Faculty of Science and Engineering of the University of Groningen, the placement contract of the Faculty of Arts of the University of Groningen, a placement agreement of the BA Person-centred Counselling and the Psychotherapeutic Relationship course of the University of Warwick and information from the Work Placement Student Handbook of the Newman University in Birmingham.

## PLACEMENT CONTRACT

### BETWEEN:

#### Placement Providing

**Organisation –** Name: \_\_\_\_\_

Address: \_\_\_\_\_

City and Postal Code: \_\_\_\_\_

Country: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Hereinafter referred to as the “**Placement Provider**”.

**Supervisor** of the student on behalf of the above mentioned organisation:

\_\_\_\_\_

### AND

#### Student on Placement -

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Address: \_\_\_\_\_

City and Postal Code: \_\_\_\_\_

Country: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Email address: \_\_\_\_\_

Emergency number: \_\_\_\_\_

Hereinafter referred to as the “**Student**”

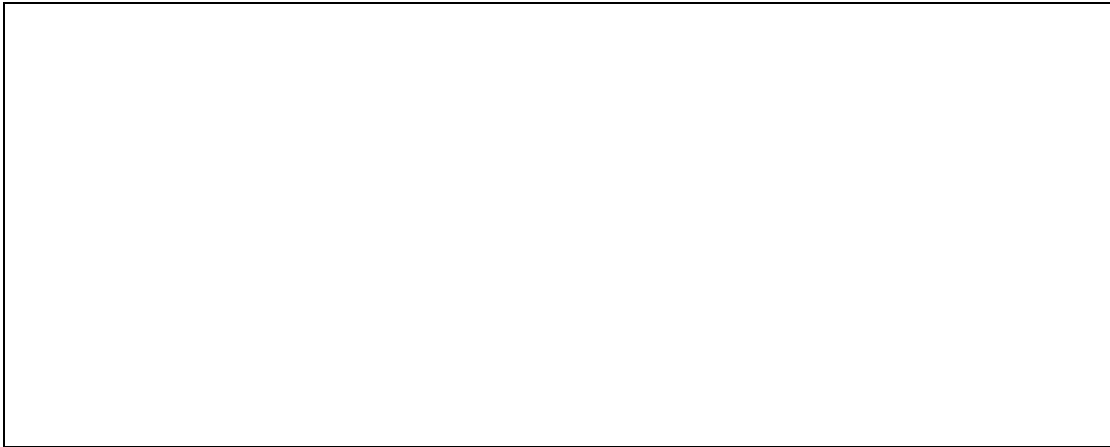
Hereinafter jointly referred to as the “**Parties**”

1. The Placement Provider enables the Student to do work placement during the period of \_\_\_\_\_ 20 \_\_\_\_ (date) up to and including \_\_\_\_\_ 20 \_\_\_\_ (date) for \_\_\_\_\_ days per week, \_\_\_\_\_ hours per day.

2. During the placement period the student will carry out the following tasks:

3. The Placement Provider will provide the student with the best possible supervision and guidance over the course of the placement period. The student will have regular meeting sessions with the supervisor who is qualified and/or experienced enough to guide the trainee.

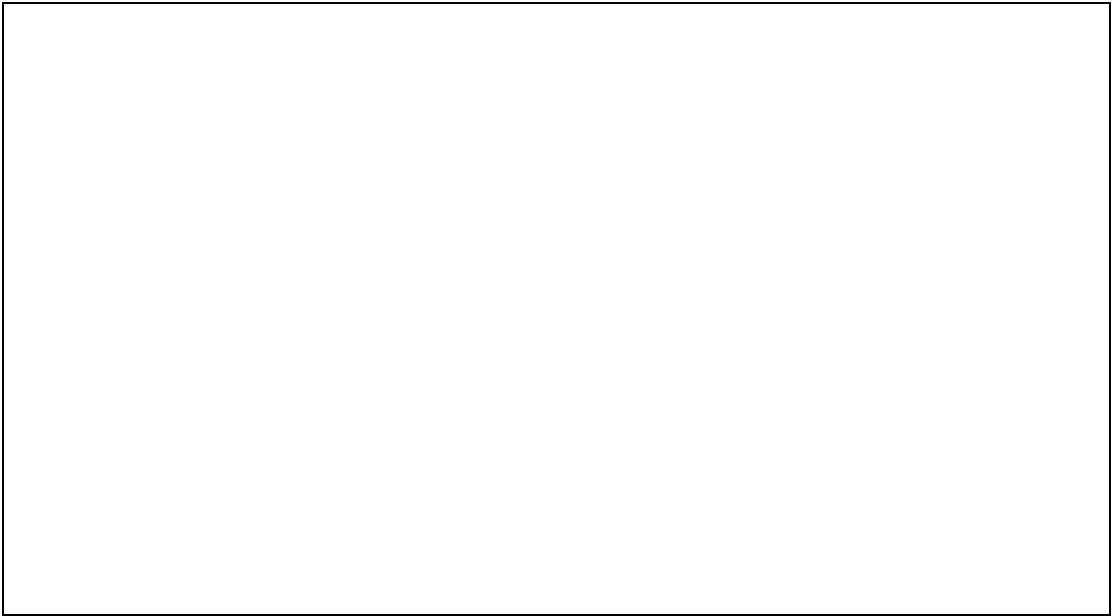
Additional supervising and/or mentoring arrangements include:



4. The student on placement will have access to an own workplace.
5. The student 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 placement provider. In case the student does not meet the obligations, the work placement may be ended at once.
6. The student will receive a financial compensation of \_\_\_\_\_ (amount in national currency) a month to be paid by the Placement Provider at the end of every month until the end of the contract.

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

7. The placement provider will reasonably reimburse the student for any costs made related to the work placement.
8. The placement provider is liable for damages sustained by the student as a result of work placement activities, excluding cases where damage is the result of intent or neglect on the part of the student.
9. The placement provider is allowed to use the results of the placement for internal use.
10. Supplementary Regulations:



**To be completed and signed (in duplicate) by:**

❖ On behalf of the Placement Provider:

Name:

Position:

Signature:

Date and Place:

❖ The Student:

Name:

Signature:

Date and Place:



## Appendix 4 - Template for a Placement Plan

The Placement Plan template presented below is based on information from the WEXHE case studies.

# PLACEMENT PLAN

*(This document is to be completed by the student, in cooperation with the placement supervisor and to be approved by the supervising lecturer)*

<b>STUDENT</b>	NAME:	
	DEGREE PROGRAMME:	
	UNIVERSITY:	
	ADDRESS:	
	CITY:	
	PHONE NUMBER:	
	EMAIL ADDRESS:	
<b>PLACEMENT SUPERVISING LECTURER</b>	NAME:	
	DEPARTMENT:	
	PHONE NUMBER:	
	EMAIL ADDRESS:	
<b>PLACEMENT PROVIDING ORGANISATION</b>	NAME:	
	ADDRESS:	
	CITY & COUNTRY:	
	PHONE NUMBER:	
<b>PLACEMENT SUPERVISOR</b>	NAME:	
	POSITION:	
	PHONE NUMBER:	

<b>WITHIN THE ORGANISATION</b>	EMAIL ADDRESS:	
--------------------------------	----------------	--

❖ **Placement Period**

*(From when to when is the placement going to take place?)*

❖ **Brief description of the placement providing organisation**

*(Please provide a short presentation of your organisation - key activities, affiliations, size of the organisation, etc.)*

❖ **Content of the main placement assignment**

*(Please provide a description what the placement assignment will be)*

❖ **Detailed description of the Placement Period – Tasks of the student**

*(Include in this section the tasks/projects you will do as an intern, the expected work outputs and the departments that are involved. )*

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

*(Formulate in this section so called 'learning outcomes'. These outcomes describe the knowledge, skills or competences you – the intern – want to acquire during your placement.*

*In considering how to write learning outcomes for your placement, educational specialist Jude Carroll of the Oxford Brookes University explains that learning outcomes have 3 parts:*

- 1. What you will do that demonstrates learning.*
- 2. The context within which you will demonstrate learning.*
- 3. How well you have demonstrated your learning.*

*An example of a learning outcome is the following:*

*“The student will be able to design and draft a company report using information provided in case study materials such that the final report is suitable for discussion at Board level”*

- 1. What will the student do? – Design and draft a company report*
- 2. In which context? – Using information provided in case study materials*
- 3. How well will the student do it? – Suitable for discussion at board level<sup>7</sup>)*

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

---

<sup>7</sup> Jude Carroll, “Writing learning outcomes: some suggestions”, Course Design, Oxford Brookes University, accessed on 25 April 2019, [https://www.brookes.ac.uk/services/ocslid/resources/writing\\_learning\\_outcomes.html](https://www.brookes.ac.uk/services/ocslid/resources/writing_learning_outcomes.html)

*(Include in this section the frequency in which the placement supervisor within the organisation and the student meet. Also include the frequency in which the supervising lecturer visits and/or contacts the placement providing organisation.)*

❖ **Approval Supervising Lecturer:**

Date:

Signature:

## Example 1



university of  
 groningen

faculty of arts

The Evaluation Form below was developed by the Faculty of Arts of the University of Groningen.

## Evaluation form for placement providers

Placement  
provider: \_\_\_\_\_

Department: \_\_\_\_\_

City: \_\_\_\_\_

Country: \_\_\_\_\_

Name  
student: \_\_\_\_\_

Placement  
period: \_\_\_\_\_

### Description of tasks

1. Which tasks have been performed by the student? (This concerns main tasks as described in the contract and possible other activities)

2. To what extent has your organisation benefitted from the activities of the student and to what extent will you use the results?
- not at all
  - to some extent
  - sufficiently
  - to a large extent

**Evaluation of the tasks**

3. What is your opinion about the quality of the content of the reports, notes, publications, research, translations, etc. written by the student?
- insufficient
  - sufficient
  - good
  - excellent
4. What is your opinion about the student's writing skills?
- insufficient
  - sufficient
  - good
  - excellent
5. What is your opinion about the student's oral skills?
- insufficient
  - sufficient
  - good
  - excellent
6. What is your opinion about the student's accuracy and thoroughness?
- insufficient
  - sufficient
  - good

excellent

7. What is your opinion about the pace at which the tasks were performed?

insufficient

sufficient

good

excellent

8. What is your opinion about the student's organisational skills?

insufficient

sufficient

good

excellent

9. In general, what is your opinion about the quality of the student's performance?

insufficient

sufficient

good

excellent

#### **Evaluation of the student's functioning**

10. What is your opinion about the student's ability to perform his/her tasks independently?

insufficient

sufficient

good

excellent

11. To what extent was the student interested in his/her tasks?

insufficient

sufficient

good

excellent

12. To what extent was the student interested in other activities within your organisation?

insufficient

sufficient

good

excellent

13. How did the interaction between supervisor and student develop?

badly

not very well

well

extremely well



14. How did the cooperation with co-workers develop?
- badly
  - not very well
  - well
  - extremely well
15. What is your opinion about the student's level of knowledge?
- insufficient
  - sufficient
  - good
  - excellent
16. To what extent did the student's attitude fit in with the work climate of your organisation?
- insufficient
  - sufficient
  - good
  - excellent

**Additional questions**

17. Have there been problems supervising the student?
- Yes, concerning .....
  - No
18. In future, would you again offer a placement to a student of [NAME DEGREE PROGRAMME/FACULTY]
- Yes, because .....
  - No, because.....
19. Do you have further question or comments?



DATE:

NAME & SIGNATURE:

## Example 2

The Assessment Form below is developed by the Faculty of Arts of the University of Groningen.

Please note that students of the Faculty of Arts of the University of Groningen are well prepared before going on placement. They have taken part in several mandatory placement preparatory courses during the Career Minor and can only do a placement if they have successfully completed these courses. Therefore the example form below should not be used if students are not or ill prepared for a work placement.



university of  
 groningen

faculty of arts

ASSESSMENT FORM CAREER MINOR'S PLACEMENT

To be completed by

EXTERNAL PLACEMENT

Name of student:			
Scope of placement:	15 ECTS credit points	Placement period:	
Name of external supervisor:			
Placement organization		Unit within placement organization	

**Interim evaluation**

The interim evaluation took place on ..... 20 .....

**Explanatory note:**

We would like to ask you, after the end of the placement, to assess the aspects listed below for the entire placement period, and to subsequently discuss your evaluation and remarks with the student on placement. Your feedback, both positive and critical, is very much appreciated.

Evaluation guidelines - the evaluation should be based on a five-point scale as follows:

- fail: highly unsatisfactory performance (for lecturer: < 5,5)
- poor: poor performance on the edge between a pass and a fail (for lecturer: 5,5-6,5)
- satisfactory: satisfactory performance (for lecturer: 7-7,5)
- good: good performance (for lecturer: 8-8,5)
- excellent: very good performance (for lecturer: 9-10)

<b>Performance within the organization</b>					
<i>Learning outcome: The student is capable of adequately functioning within the organization</i>					
	fail	poor	sat	good	exc
Precision and thoroughness in performing tasks					
Ability to cope with changing circumstances					
Work tempo					
Writing skills					
Oral communication skills					
Organizational skills					
Understanding of business processes to the extent that they relate to the tasks to be completed					
Handling feedback					
Demonstrated interest in one's work					
Demonstrated interest and ability to engage in other company activities					
Functioning within a team/unit: professional attitude, communication and collaboration with other staff members					
Interaction with placement supervisor					
<b>Summary of evaluation of learning outcome Performance</b>					
<b>Remarks:</b>					
<b>The intended output of the placement</b>					
<i>Learning outcome: The student is able to generate the output (product(s) and/or service(s)) described in the placement plan.</i>					
	fail	poor	sat	good	exc
Quality of intended output					
Link between presentation and setting, context and audience					
Reflection on the usefulness of placement for future career prospects					
<b>Summary of evaluation of learning outcome Output</b>					
<b>Remarks:</b>					

<b>Personal Learning Outcomes (to be completed by the student on the basis of his/her placement plan)</b>					
<i>The student proved capable of realizing the personal learning objectives listed in the placement contract.</i>					
<i>Please fill out:</i>	fail	poor	sat	good	exc
<b>Summary of Personal Learning Outcomes assessment</b>					
<b>Remarks:</b>					

<i>Final evaluation</i>					
Summary of evaluations:	External supervisor				
	fail	poor	sat	good	exc
<b>Learning outcome Performance</b> - The student is capable of adequately functioning within the organization					
<b>Learning outcome Output</b> - The student is able to generate the output (product(s) and/or service(s)) described in the placement plan.					
<b>Personal Learning Outcomes</b> – [please fill out]					
<b>Remarks:</b>					

Indicate on a scale of 1 to 10 to what extent the student's contribution had added value

for your organization:

How likely are you to recommend this student for a vacancy elsewhere?

++	+	+/-	-	--
----	---	-----	---	----

Would you like to be contacted by the placement coordinator to discuss your assessment?

Yes  No

Do you see future possibilities for placements within your organization?

Yes  No

Date:

Signature of external supervisor:

.....

## GLOSSARY

---

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

### **Ability:**

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

### **Accreditation of an education or training programme:**

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

### **Active learning:**

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

### **Allocation of ECTS credits:**

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

### **Apprenticeship:**

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

### **Competence:**

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

**Course unit:**

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