



wexhe

Integrating Entrepreneurship and Work
Experience in Higher Education

Evaluation report on project's impact

Prepared by the Polish Chamber of Commerce / Mieczyslaw Bak

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INTRODUCTION

The WEXHE project was focused on the development of work based learning (WBL) in Higher Education Institutions (HEI). Problems with combining different expectations of students HEI and employers influence small impact of WBL on Higher education. Despite obligatory work placement for majority of students, its impact on professional qualification is limited, as students are assigned to simple jobs, which do not significantly enrich their professional qualifications. In result EU countries have experienced a substantial increase in graduate unemployment and a decrease of quality of their employment. European students and graduates report continuously that they are worried about their careers. At the same time employers and employers' organisations report they are having increasing difficulties in finding graduates with matching skills.

Within the WEXHE project executed in 7 different European countries, HEI, business associations and research organizations come together to identify and analyse current provision of work experience in higher education. Main aim of WEXHE project was to :

- increase capacity of HE staff and enterprises to provide high quality work experience and entrepreneurship,
- identify what kind of WBL leads to high quality jobs,
- support the accreditation of WBL through ECTS and effective Quality Assurance,
- ensure that skills needs of employers are understood

PROJECT ACTIVITIES

Project was started with mapping work based learning activities across 7 countries in 4 (inter)disciplinary areas (hard-pure, e.g. natural sciences; soft-pure, e.g. humanities and social sciences; hard-applied, e.g. medicine and soft-applied, e.g. social work,) for 3 modes of WBL – work placement, traineeship and entrepreneurship.

The project team generated case studies of good practice including all four types of study areas, covering internships/work placements, traineeships and entrepreneurships. 21 of these were published in a special brochure.

Next, project partners elaborated WBL Packages, covering the four disciplinary sectors identified, based on national case studies. WEXHE research showed that there are no substantial differences between these four sectors regarding the implementation of Work Based Learning in Higher Education. Therefore it was decided not to differentiate between disciplinary sectors, because this would not have had an added value. Instead – respecting the three modes of learning – WEXHE Packages were tailored to either users or approaches. This to make them more attractive and useful for the users of those Packages.

These results were later valorised at the national and EU level through workshops and events. This resulted in further enhancements.

ELABORATION OF REPLICABLE MODELS / WEXHE PACKAGES

Increase of employability of the HEI graduates require instruments to facilitate WBL. Within the framework of WEXHE project such instruments were delivered in the form of replicable modules. Basing on the 77 developed case studies from 7 EU countries and working with experts and practitioners in Higher Education working with practitioners, the project consortium created replicable models for work experience and entrepreneurship, together with guidance on management, quality assurance, learning outcomes, funding and accreditation. These models cover and support the 4 study areas and are tailored to national contexts. Although special emphasis was put on the Humanities for which the transition to the labour market is least transparent and the number of students is considerable, the cases identified showed this disciplinary proved not to be unique, in comparison to other disciplinary sector, regarding the organisation and implementation of WBL.

PROJECT IMPACT

SHORT EVALUATION OF THE PROJECT MODELS

ENTREPRENEURSHIP

Entrepreneurship is the one with the most variations in design. Not only its organization depends on internal HEIs and companies procedures, but also success of entrepreneurial activities depends on the cultural/national context in which individuals are brought up and in which they set up their entrepreneurial projects.

General social problem is lack of entrepreneurial spirit. The propensity to start own business varies from country to country. However, a trend can be observed - young people (students, university graduates) are less likely to take business risk than older people. When designing tools for the development of entrepreneurship, it should be taken into account that the target group will be less numerous than in other forms of practical training. At the same time, the group that gains knowledge will be better profiled and more motivated to follow the path indicated.

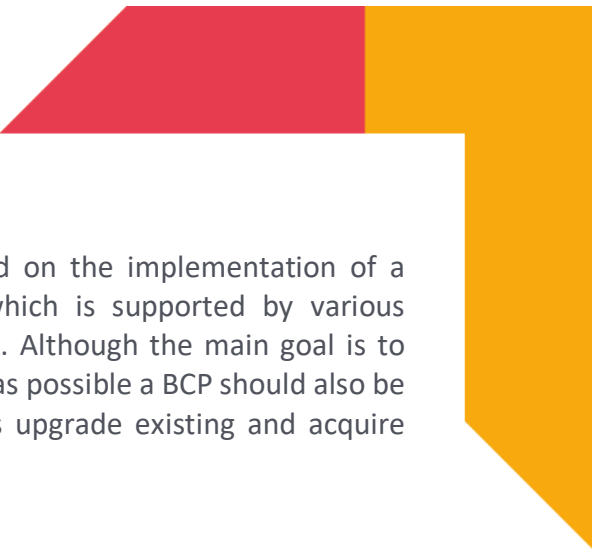
'The Entrepreneurship 2020 Action Plan' of the European Commission propose entrepreneurial education and training, removing administrative barriers and reigniting the culture of entrepreneurship. To this end, universities undertake a number of activities, each of them slightly differently implements the above guidelines in their field of activity. Entrepreneurship is the most flexible form of knowledge transfer. takes the shape of theoretical classes organized by teachers and practitioners. Classes may be the lecturer's proprietary product, or their program may result from the needs reported by advisory bodies (councils consisting of businessmen). It may consist of close cooperation with a selected enterprise or small entrepreneurs - meetings with entrepreneurs, management staff. Each of the methods adopted by universities allows for effective transfer of knowledge in the field of entrepreneurship.

Learning outcomes

Regardless of the discipline of knowledge, learning outcomes can be divided into three categories. The first is to provide the theoretical foundations of the enterprise: legal, tax and other administrative obligations. The second category is soft competences in the areas of management, marketing, communication, and building relationships. Third, in this form of education, probably less important, encouraging pro-entrepreneurial attitudes.

In the analysed cases, regardless of the area of the economy (industry branch in which business is to be run), these are the main expected and promoted learning outcomes.

The aim of the courses is to provide a minimum of general knowledge enabling a safe and conscious start of business. additionally, profiled courses are offered, depending on the faculty of the university in which they are organized (field of study), they also provide specialist knowledge in a given branch of economy. in this field, emphasis should be placed on universal knowledge so that students and graduates are not afraid to expand their own business profile, to explore new business ideas from outside their field of study.



The core of Business Creation Programme (BCP) is focused on the implementation of a business plan/ project by the (student) business team which is supported by various consultancy services and trainings where and when needed. Although the main goal is to create a new business that will stand on its own feet as soon as possible a BCP should also be conceived as a learning process in which involved students upgrade existing and acquire additional competences and skills.

The specific goals of entrepreneurship can be identified:


- for students: to try out their competences, skills and business ideas in real business environments, to create their own jobs and jobs for other employees, to advance business competences and skills and to realistically shape expectations about business environments;
- for universities: to promote and develop entrepreneurial activities and responsibility for society among students, to contribute to students' personal development and self-employment, to help build the name of a university addressing local and regional issues, to contribute to regional employment and business development, and to generate income.

Concrete objectives of the business creation are:

- to identify competences and skills to be developed by BCP,
- to identify prior knowledge, competences and skill needed for a successful participation in BCP,
- to motivate students with an entrepreneurial mind-set, competences, skills and viable business ideas to take part in BCP,
- to attract experienced entrepreneurs who are eager to share their experiences with students as their mentors,
- to prepare students for participation in BCP including their participation in entrepreneurship promotion module (courses and projects),
- to establish a network of business creation supportive institutions which provide consultancy and trainings to business teams,
- to advance students' entrepreneurial competences and skills,
- to establish new businesses, and
- to assess acquired competences and skills and award certificates to students.

Teaching format

Most universities only offer a few specific entrepreneurship study programmes. They rather insert entrepreneurship courses/subjects, project work and similar forms of education and training into other programmes or offer them as specific elective modules and forms of entrepreneurship promotion and development.



It can be assumed that there is no need to complete a dedicated degree program to start and run a business safely. Depending on the business profile, the entrepreneur's knowledge needs are different. Education takes place through dedicated courses and training. This allows you to profile the knowledge you need (from the general conditions for running any business, to the specifics of individual industries, e.g. medical, creative, technical).

As for the lecturers, most often (due to the format of the classes) are business practitioners, psychologists, economists.

Students should be encouraged to call upon their entrepreneurial spirit and to explore, elaborate and present their business ideas. Universities help to implement their business ideas and assist in overcoming the barriers. Their role is to guide from idea to registration of a new business unit.

The main forms and methods of learning and teaching of students revealed in the WEXHE cases and relevant for business creation could be structured as follows:

1. Course work

Course work in a BCP is rather limited. The WEXHE cases provide a long list of courses the examples of which can be structured in the following groups:

- a) general courses from the field of social sciences, such as Economic theory, Organisational theory, Communication theory, Psychology and General management,
- b) applied courses from the field of economics, organisational, communication, psychology, applied management,
- c) courses which address entrepreneurship directly (legislation, business documents, negotiations with investors).

2. Project work:

- a) Project work – preparation of a business plan (includes designs of products, organisational charts, calculations, lists of collaborators and customers and similar)

Business plans are elaborated under the supervision of tutors/mentors (among which experienced entrepreneurs are most wanted). In some cases former students – fresh entrepreneurs can also take up the role of tutors/mentors.

b) Project work – implementation of a business plan

A business team not only needs intensive support of a tutor/mentor but a lot of specialist advice regarding legal, financial, technical and other fields. A university must provide a network of specialised consultancy services for this purpose either directly or via its supportive institutions. It can also provide (office) space for new enterprises in for example its incubators and business/ technological parks. The assistance of a university is needed until a new business takes off although some may never reach this point.

Members of an entrepreneurship team are usually required to write journals on daily activities, to prepare interim, final and reflection reports in which they not only describe what has been done but also to evaluate their experiences with respect to how well they have been (theoretically) prepared for the entrepreneurship project, to evaluate the quality of mentors'/ tutors' support, to report on experiences with team members etc

Another obligation of team members should be to present their business ideas, business projects and plans or their tangible products. Presentations can be organised in various ways. A frequently used form for the presentation of final results are elevator pitches/ nights. In some cases the whole project is compressed into a 'kick-off' or 'start-up' weekend or week.

Entrepreneurship team members' reports, presentations and products are evaluated and validated by their tutors/ mentors who usually form a jury for the final evaluation

Admission criteria

Because the creation of businesses involves certain costs and risks of failure, it is recommended that a university or supportive institutions establish entry criteria for the programme.

University and involved supportive institutions should require a high motivation, positive personal attitude and active approach towards entrepreneurship of students who are admitted. The selection of students for a BCP is an internal matter of a university or its supportive institutions.

Criteria can be specified as follows (A flexible approach is required depending on the field of study and domestic legal frame):

- finished courses on entrepreneurship in the framework of an entrepreneurship promotion module (see the EPM package) as required prior learning for successful participation in the BCP. (Unless these courses are included in the BCP),
- interview with a university mentor/ coordinator to check a student's prior learning, possible entrepreneurial experiences, personality characteristics and students' interests
- student's elaboration of a business idea and a business plan (if these aspects are not included in the BCP),
- possible entrepreneurial like experiences, such as those obtained in project work, extracurricular activities, volunteering, students' union etc.
- application for BCP as a sign of student's interest.

Certification

There are no special attempts made to get BCP publicly accredited.

BCP cannot be integrated into study programmes or as an integral part of a curriculum. Rather they are organised as a special and separate activity of a university or its supportive institutions such as career centres, incubators, technological parks and accelerators, which is not officially accredited. However, following the WEXHE research it can be advisable to provide students who have successfully completed a BCP with certificates if not also credits. This would be welcomed especially for those students whose business projects do not succeed or who do not continue to participate in the business teams, as a certificate or study points can be beneficial for a future career.

Organizational arrangements

They are focused on further elaborating and fine tuning business ideas and business plans, on registering new businesses, on providing space, material and human resources to start the production, on creating or further elaborating prototypes and setting up production processes, marketing and sales activities, fund raising etc. For all these activities new entrepreneurs need a supportive environment which universities and specialised supportive institutions can provide.

creation at universities and their foundations, career centres, incubators, technological parks, accelerators and similar supportive institutions.

1. Process specification – sequence and description of activities

a) Motivation and admission of students to BCP

Ideal situation would be that there are enough motivated students who are already prepared for a business creation process. Students need realistic information on a BCP as well as on their entrepreneurial mind-set. The information can be given to groups of students. However, an interview with each student is recommended to find out his/ her preferences and expectations, eventual worries, strengths and weaknesses regarding prior knowledge, personal characteristics etc

b) Preparation of students

Transfer of basic entrepreneurial knowledge to students. Ideally such a preparation is done in an entrepreneurship promotion module

c) Engagement of experienced entrepreneurs

Crucial steps for the quality of BCP. Experienced entrepreneurs can be engaged for some parts of the course work where they present cases and lead seminars, discussions and exercises. Their guidance of students in decision making about business projects critical situations is invaluable.

d) Business teams' formation and assignment of tutors/mentors

According to the WEXHE cases there are 3 – 8 students in an entrepreneurship team. Smaller teams are easier to coordinate. University mentors assist students in their career planning, in establishing contacts with entrepreneurs and in keeping contacts with the university.

e) Elaboration of a business plan

It starts with a business idea. Elaboration of a business plan is a task of a student business team that receives the necessary assistance from mentors.

f) Implementation of a business plan

A preparatory phase and a production one

g) Take-off or close down

A new business must prove its viability in terms that the production process runs smoothly and market/ customers/ clients accept the products and services at a price that covers the production costs and bring some profit to pay investments and accumulate for the development

h) Assessment and rewarding of students

On this basis mentors assess students and can award them credits and certificates according to the BCP

i) Evaluation of BCP and reporting

The WEXHE cases indicate that evaluation is generally internal. Evaluation results are reported to the management of the involved university and participating organisations, especially financiers. Essential in the report are the new business success rate, reasons for eventual failures and also to what extent the learning outcomes are achieved

2. Players

- a) Mentors/tutors/coaches
- b) Experienced entrepreneurs
- c) BCP coordinators/directors

Financing

For universities and supportive institutions there are costs of personnel involved in BCP, and in particular costs of support to new business (space, equipment, input materials, administrative costs, technical development, market research and promotion, etc.). Some of this costs (e.g. space and equipment) are fixed internal cost of university activity. Universities and supportive institutions may address sponsors (enterprises, foundations, business angels, governments...) to step in.

Quality assurance

Assessment methods and instruments should be specified in the BCP in order that every student and mentor/ lecturer/ tutor knows them in advance.

The WEXHE cases describe some assessment and certification procedures and instruments applied by students, their mentors, tutors and lecturers. They can be divided into internal: written reports, logs, journals, and external e.g. business project success using criteria such as survival rate/time, time to positive business operation, return on investment, generated income and profit, number of new jobs etc.

The quality of BCP is usually assured by well-designed business plan, high experienced entrepreneurs in supporting network.

Evaluation is internal (those, who helped to establish entity are validating business in action), may be also external (whether the company will remain on the market, will the bank agree to grant the loan).

The criteria of evaluation should be specified. Among the criteria special attention should be paid to meeting the goals and objectives of BCP, i.e., how many new businesses have been established, what is their survival rate, how much income they generate, how many jobs have been created, what is their return on investment like, to what extent the competences and

skills specified in the BCP are developed in the course of business creation and to what extent the learning outcomes are achieved.

WORK PLACEMENT

The work placement represents the most frequently used form of work-based learning. Looking at the WEXHE cases we can make a distinction between three work placement approaches:

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

Integrated approach is considered as the most complete and complex one. It is based on the idea of work-integrated learning where theory of the learning is intentionally integrated with the practice of work through specifically designed curriculum, pedagogic practices and student engagement.

Clearing house/intermediary approach take place when universities and employers establish special foundations or similar non-profit institutions/ agencies, such as career centres, and authorise them to take care for work placement. Such an agency can provide services not only for multiple employers but also for more than one university. These institutions step in between universities and employers and play a clearing house role in terms that they provide information on students interested in work placement and on work placement posts offered by employers.

Corporate approach focuses on the autonomous initiative of various types of organisations to offer work placements to students.

Regardless of the approach, learning outcomes are similar. Differences can be seen in other aspects - organization, confirmation of competences, financing or involvement of resources of individual parties.

Learning outcomes

Work placement is part of the study programme design. The main goal of work placement is to establish a constructive cooperation between a university and an employer in order to achieve high quality learning outcomes. Other most frequently mentioned motives to offer work placements, are to develop understanding of theory in a real work environment, to identify talents, to motivate, socialise and assess future employees, to foster understanding and use of theory in practice. Students should 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. 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. When this form of WBL last less than a quarter o a year (sometimes even one month) such a placement cannot contribute significantly to the development of competences and skills.

Some knowledge, skills and competences can only reach the intended/required level in a real work environment. It is particularly difficult if not impossible to simulate a social atmosphere that exists in the working environment. This should be previewed in the study programme in which course work and work placement are shaped.

The cases collected in the WEXHE project indicate that work placement is very much focused on the development of transversal/generic competences and skills.

Key expected universal learning outcomes are communication, social relations and negotiation, team work and networking, problem solving and decision making, initiating creative and/or innovative ideas, independent learning and working, capacity and enthusiasm to learn, entrepreneurship and leadership, IT skills.

In some professional fields only additional outcomes are design and management of projects and processes – hard applied (e.g. engineering), organisational abilities – soft-applied (e.g. social sciences), abstract, strategic and analytical thinking and skills – soft-pure (e.g. humanities) and soft-applied fields' (e.g. social sciences), critical reflection on work experiences and ethics – soft-applied.

Placement providers may also want to foster some employer and job specific ones during a 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. What is also important, the same competence may have different contents and could be expected at different levels in different contexts (in different organizations).

Larger organisations often develop their competency models. They also describe the content of each competence. A competency model provides basic information for preparing a placement programme.

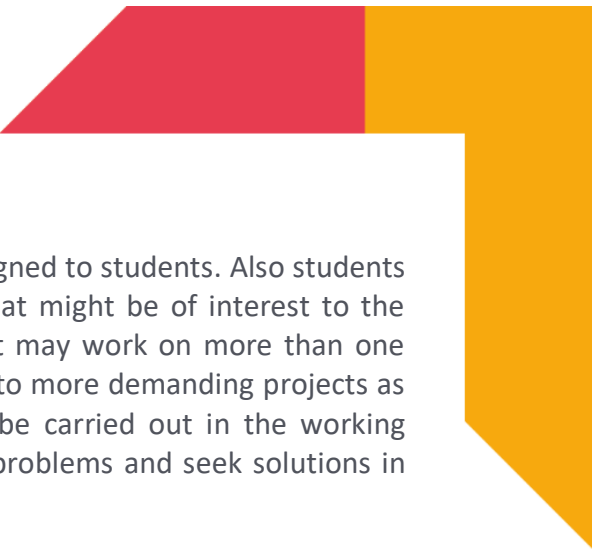
Teaching format

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:

a) course work

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. Next (or parallel) step are 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. Generic competences are then upgraded later at the work place during a placement. 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

b) project work



Projects can be designed by the placement provider and assigned to students. Also students themselves are asked to propose and elaborate projects that might be of interest to the placement provider. 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). Project work should be carried out in the working environment of the company where students address real problems and seek solutions in cooperation with regular employee.

c) placements in a regular work environment

Students can consecutively work in various departments in the organisation in order to get acquainted with the overall working process. But in the same time, an intern must be given sufficient time and opportunities for imagination, innovation and reflection.

Admission criteria

The selection procedure to find students for a placement is carried out by the placement provider, by universities or in cooperation between the two.

All students of a certain study programme are obliged to do a work placement. Still their active role in this procedure can be considered an important part of learning process. This activity can manifest itself in many aspects. From auxiliary classes, active monitoring of the list of available work placements, conversations with tutors, to creating individual WBL plans.

Students are expected to apply for a placement position and a placement provider decides on one's acceptance or refusal. If a placement provider mentor is involved in the preparation of a placement plan this procedure can be simplified.

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 be 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.

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.

Certification

Assessment methods and instruments should be specified in the placement plan in order that every student and mentor/ supervisor knows them in advance

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, reports on the projects' realisation, presentations of project results and reports, examination, tutors reports.

The WEXHE cases demonstrate that certification of integrated placements are naturally integrated into the study programmes. Students are awarded with a mark after completion of a placement and when this mark is sufficient with study credits. Some placement provider, in addition, issue certificates when students finish their placement.

If placements are integrated into the study programmes they are certified automatically. If a work placement is not part of a study 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.

Organizational arrangements

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. Its content should determine: what the main goals and objectives of a work placement are, which competences students develop during a placement, which learning and training methods are implemented during a placement, how placement learning outcomes are assessed, how many credit points students earn after successfully completing a placement, that is how much time students spend on a placement, in which phase(s) of a study programme students acquire sufficient knowledge before doing a work placement, which work environments are appropriate for the work placement, etc.

In some countries, such as The Netherlands, an organisation must be accredited having a valid certificate in order that it can offer work placements (Business.gov.nl., (2019).

Preparation of university

For a university **structural elements** include a written vision and mission statement on WBL, specified learning outcomes, structured curriculum, WBL assessment instruments, supportive infrastructure and facilities for WBL and trained staff. A university **process** includes communication with WBL providers and students about student capacities, abilities and expected outcomes; support to students in terms of teaching, tutoring, problem-solving and assessment.

For a provider a WBL **structure** consists of vision and values expressing positive attitude to WBL; contract/agreement with university, setting placement, supervision and assessment regime; logistics of implementation of WBL including supervising and assessing students; recognition of staff who supervise. WBL provider **processes** include discussing learning opportunities, supervising activities and monitoring progression; establishing learning culture including acceptance of students, sharing and exploring knowledge, acceptance of students' ideas; preparing staff to work with students.

A placement process starts with curricula development where there should be a proper place allocated to the placement module in the study programme. Organizer has to determine knowledge, skills and competences which will to be provided to students, teaching models and educational tools, time dimension of the placement, prerequisites for completing the placement (previously acquired knowledge/competences), a formal way of confirming the placement.

The faculty/school/university can be expected to have a network of employers at its disposal. These employers have showed interest to offer placement posts, mentors to students, equipment and other means needed for efficient training of students. It can also entail that students are stimulated to identify their own placement by contacting potential providers directly. If successful such a placement may be added to an already existing network.

Preparation of students

As in the case of universities, it is possible to indicate a number of areas on which organizational activities must be undertaken: preparation of students, s application for placement, Elaboration and approval of a placement plan project, selection of students for placement, placement agreement, assignment of mentors/supervisors to trainees, assignments of projects/work places to students, coaching, mentoring, supervising students, assessment and rewarding students, evaluation of placement.

In any case, students must be actively involved in the internship organization process. They must understand the requirements and goals to be achieved.

There are several roles involved in work placement:


- mentors/tutors/coaches,
- supervisors/project managers/lecturers in charge/course directors,
- instructors/personal educators/facilitators,
- coordinators.

Financing

Salaries are seldom paid to students, but many do however receive an allowance or some compensation for additional (travel) costs. There are also costs of equipment and material that students need, costs of personnel involved in training (coordinators, mentors, supervisors etc.). 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

Quality assurance, evaluation and accreditation of a placement is a responsibility of universities and placement providers in most of the WEXHE cases. The **quality** of a placement is usually assured by examination of placement plans tailored to individual trainees, good preparation of students before they go on placement, placement agreements between all three partners, training of mentors/instructors/supervisors for their teaching and coaching roles, also counselling, regular meetings of supervisors with their students including their reports to coordinator and a strong coordination by the university.



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 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. 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.

money it is recommended that an external evaluation is made. The agency performing the external evaluation may check the internal organisations' reports, reports prepared for the financier, and collects additional information by means of interviews.

The WEXHE cases do not reveal special attempts made to get placements publicly accredited.

SUMMARY

WEXHE project has significant impact on wide range of stakeholders in Higher Education and business, including:

Higher Education institutions

HEI will benefit from better aligning their curriculum to the demands of practice, from opportunities to improve accreditation of informal learning, better positioning with students recruitments and improved relationship with industry.

HEI staff will obtain access to validated work experience models which can be adapted to their needs in the given University. Staff will enhance their professional capability, gain recognition and obtain formal accreditation.

Students will obtain greater access to high quality work experience. Elaborated models would increase their chances for obtaining access to work experience integrated with their studies, better accredited and better supported and organized.

Graduates will benefit through greater access to high quality internships, closely related to their career paths. Internships would provide them with appropriate specialized and generic competences and would facilitate their employment.

Industry. Business.

Enterprises will obtain high quality staff, with practical experience, which would significantly cut adaptation and training costs of employed graduates. Enterprises staff will gain guidance and quality tools, designated to support their role in providing work experience for students and graduates. Enterprises will be involved in training to improve the quality of internships.

Policymakers

Policy makers will benefit from a better understanding how work experience can contribute to the modernization of HEI, to enhance its value and its contribution to employment, economic grow and social goals.