

EDUCATIONAL HANDBOOK “WORK- BASED LEARNING”



Project:
"Innovative Methodologies and PRactices On VEt"
Acronym:
IMPROVE
Programme:
Erasmus Plus KA2 Strategic Partnerships for VET - Development of Innovation
Action n.
2018-UK01-KA202-047912

Project Duration:
01/10/2018-31/03/2021



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Disclaimer:

This Handbook was realized in the project "Innovative Methodologies and PRactices on VET" in the framework of the European program "Erasmus Plus KA2 Strategic Partnerships for VET". This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Project's code: 2018-1-UK01-KA202-047912

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



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WHAT IS IT ABOUT?

This educational handbook “Work-Based Learning (WBL)” is aimed at stakeholders involved in the promotion of Work-Based Learning. The manual highlights success factors, challenges, methodology, practical solutions and tips for an effective implementation of Work-Based Learning in high-quality vocational education and training (VET) systems. In which the active participation of employers and a strong element of work-based learning facilitate young people's transition to work by providing the knowledge, skills and competence which they need for a successful first step into the labour market.

A diverse partnership has been created to deliver this project. These six organisations are based across Europe and have invaluable expertise in VET policy, delivery and engagement:

- **Find An Internship**, (UK Coordinator)
- **Brahea Centre at the University of Turku** (Finland)
- **Euro-Idea Fundacja Społeczno-Kulturalna** (Poland)
- **Youth Europe Service** (Italy)
- **Kainotomia** (Greece)
- **Informamentis Europa** (Italy)

EXECUTIVE SUMMARY

The educational handbook “Work-Based Learning” provides a guideline towards effective WBL practices that promote positive learner experience and development.

This guide considers the relevant challenges and circumstances across the six European partner countries followed by a comprehensive analysis of successful strategies and practices.

Extensive research and experience have enabled partners to develop a comprehensive understanding of the implementation and best practices in delivering WBL.

This handbook will approach these practices by highlighting key characteristics of good quality work-based learning, the importance of WBL and useful learning tools that support its implementation. Additionally, this handbook will culminate in an extensive description of the FAI WBL Implementation Model and its practical value under the Erasmus framework.

Finally, the handbook will summarise relevant points and suggest recommendation that considers the implications of Covid-19 on WBL.

CHAPTER 1: OBJECTIVES OF THE EUROPEAN EDUCATION POLICY

Europe's main objective is to recover from the recent economical and financial crisis. Unemployment rates are high and labour market competitive^[1]. The figures of September 2019 for the EU 27 Member States indicated a general unemployment rate of 6.3 % and a youth unemployment rate of 15.2 %^[1] (source: Eurostat). The crisis has emphasised the importance of restructuring our economy and society. Europe aims to be more inclusive and more sustainable. In order to achieve those goals, we need to be flexible, provide high-quality education and training systems that respond to the needs of today and tomorrow^[2].

1.1. European Education Alliance

Given the pressing matter of improving European education systems, in 2015 The European Centre for the Development of Vocational Training (Cedefop) participated in the UNESCO Inter-agency cooperation workshop on skills. The other agencies involved were the following: The World Bank, the World Health Organisation, The European Commission, The European Training Foundation and the United Nations Industrial Development Organisation. As well as, an international organisation working on skills and VET. The main topic of the workshop was directed to three important Keys; VET Systems and reform impact on institutions and the provision of VET; lifelong learning opportunities in all settings and at all education levels and the challenge of identifying skills for work and entrepreneurship. The workshop was concluded by the agreement of all parties involved to share information and sustainable knowledge- broker approach. As strategic targets for VET or TVET^[3].



^[1]Ec.europa.eu. (2020). [online] Available at: <https://ec.europa.eu/eurostat/documents/2995521/10064439/3-31102019-CP-EN.pdf> [Accessed May 2019].

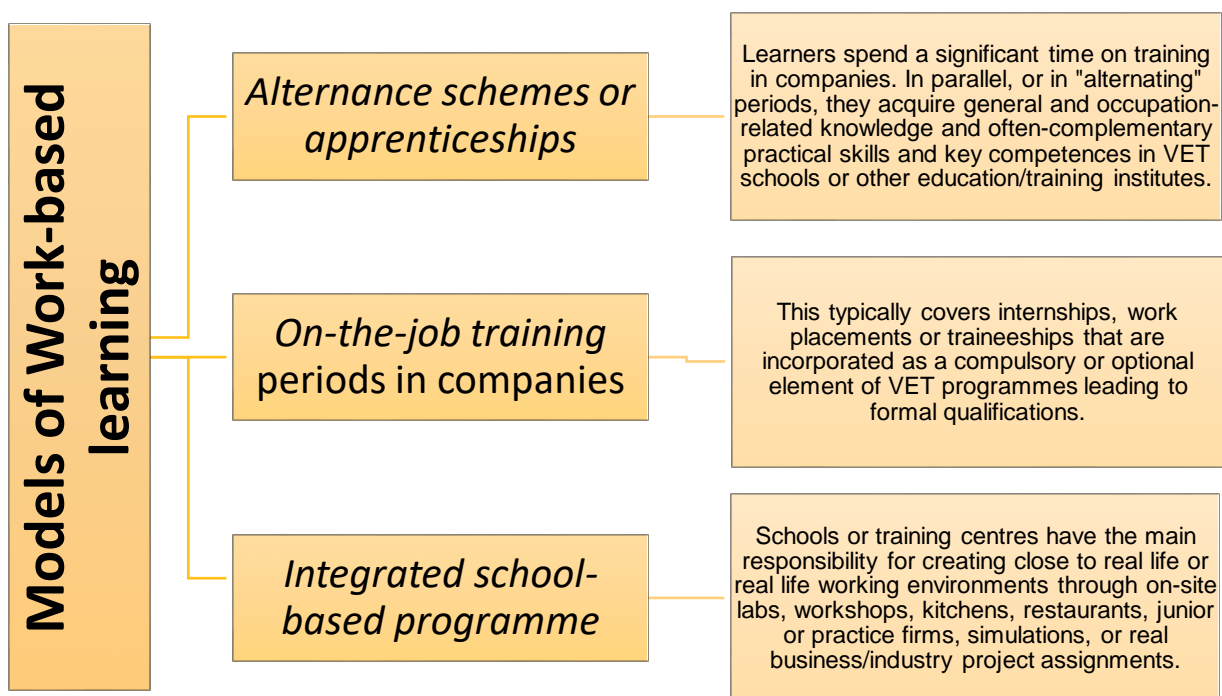
^[2]The European Commission adopted on 9 June 2010 a communication "A New Impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy", which proposed in broad terms a future agenda for the European VET policy.

^[3]European Commission (2015), Riga Conclusions 2015: <http://www.cedefop.europa.eu/en/news-and-press/news/european-ministers-endorse-riga-conclusions-vet>

At the European level, there are many systems in place for education alliance. A platform such as the European Alliance for Apprenticeships (EAfA) is a multi-stakeholder platform. The platform brings together governments, companies and business organisations, chambers of industry, commerce and crafts, vocational education and training VET, social partners, professional bodies and networks as well as research institutes and think tanks. (EAFA) aims to strengthen the quality, supply and image of apprenticeships in Europe^[4]

1.2. Investigations of work-based learning in Europe

The European Commission identified three models of Work-based learning, which are currently in use in the vocational education and training (VET) sector:

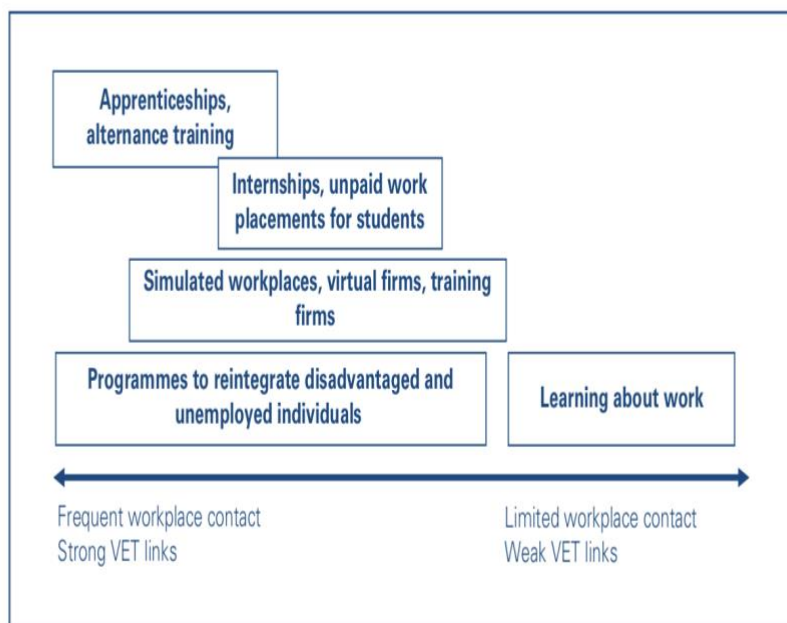


[5]

^[4]Europa.eu. (2020). *European Alliance for Apprenticeships*. [online] Available at: <http://ec.europa.eu/social/main.jsp?catId=1147&langId=en> [Accessed May. 2019].

^[5][HTTP://WWW.EUROPARL.EUROPA.EU/REGDATA/ETUDES/STUD/2017/602056/IPOL_STU\(2017\)602056_EN.PDF](http://www.europarl.europa.eu/regdata/etudes/STUD/2017/602056/IPOL_STU(2017)602056_EN.PDF)

The model below illustrates different types of work-based learning programmes;



Source: Adapted from ETF (2013)

6

[6] https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf

CHAPTER 2: WBL IN UK AND IN PROJECT PARTNERS COUNTRIES

This chapter aims to give an overview of some literature and case studies related to work-based learning in the United Kingdom (Lead Coordinator), Finland, Greece, Italy and Poland. This piece of work will provide the reader and stakeholder the idea of how work-based learning (WBL) is implemented and approached in those countries.

2.1 WBL Practices in the United Kingdom

Decades ago, a direct transition from compulsory schooling to work was the norm for many young people in England. Since the collapse of this youth labour market in the late 1970s, school-to-work transitions have become extended^[7].

Almost three-quarters of 16- year-olds now continue to participate in full-time education, and



almost half of these pursue vocational education and training (VET) courses that range from foundation to advanced level, and from general provision relating to broad occupational areas (such as Business Studies or Health and Social Care) to specialised training for particular jobs^[8]. This is in addition to youth training based in the workplace commonly called work-based learning.

Work-based learning (WBL) is simply described as a multiplicity of approaches by which one can learn and gain skills through work. In the context of VET sector, work-based learning can have transformative impacts in relation to working towards personal development goals, such as employability. In recent years, there have been a number of initiatives non-governmental and Governmental intended to improve the relationship between education as a whole and work-based learning. It has been recognised for some time that the skills that are developed through conventional education programmes in the

^[7]Rikowski, G. (2001) Education for Industry: a complex technicism, Journal of Education & Work, 14, pp. 29-49.

^[8]Department for Education & Skills (2001) Participation in Education, Training and Employment by 16-18 Year Olds in England: 1999 & 2000, Statistical First Release 30/2001. Available at: www.dfes.gov.uk/rsgateway/DB/SFR/s000273/sfr30-2001.pdf

UK are not necessarily those that are required in the workplace^[9]. Many reports identify the need to up-skill the workforce^[10].

According to the Leitch Review, Skill sets an ambitious target; that by 2020 the UK will be within the top eight worldwide for each skill level, with emphasis on delivering qualifications to a far higher percentage of the workforce. The targets aim for over 90% of adults qualified to above Level 2 whilst also shifting the balance of skills from Level 2 to Level 3 as well as increasing those with Level 4 qualifications and skills from 29% to 40%, combined with increasing the number of apprenticeships^[11].

Apprentices are usually aged 16 or over and combine working with studying to gain skills and knowledge in a specific job. An apprentice can be either a current employee or a newly hired one. Government funding is in place to cover some of the cost of the training and assessing an apprentice in England. Apprenticeships must last for at least a year. They can last up to 5 years depending on the level the apprentice is studying.

The skill levels in the UK are defined by the National Qualifications Framework (NQF) as shown in figure 1

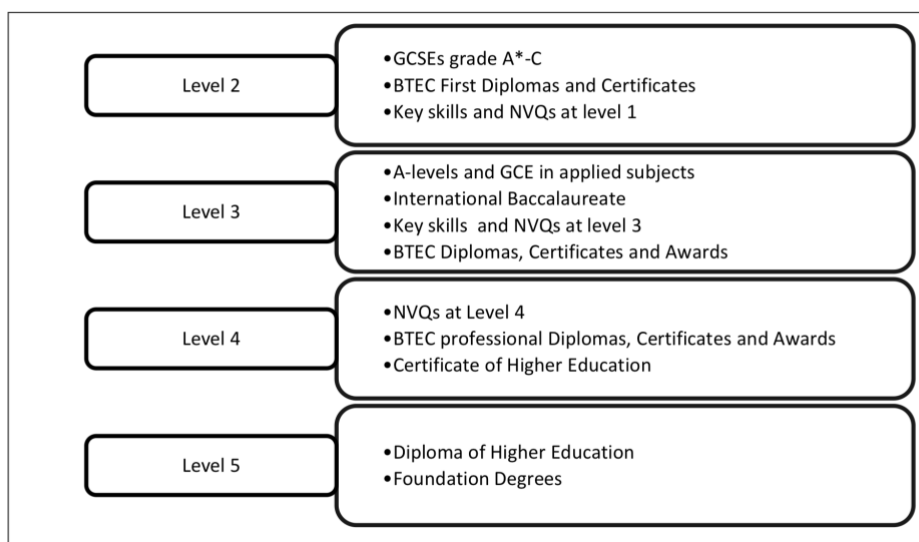


Figure 1: Skills levels, as defined by the National Qualifications Framework^[12].

^[9] Boud, D. and Soloman, N. (2001a). Repositioning Universities and Work. In (Eds) Boud, D. and Soloman, N. (2001). *Work-Based Learning: A New Higher Education*. Buckingham: Open University Press.

^[10] Cogent, S.S.C., 2008. *Skills for Science Industries: Skills at work*. Cogent, Warrington.

^[11] Leitch, L. (2006) *Leitch Review of Skills: Prosperity for all in the global economy—world class skills*, Norwich: Her Majesty's Stationery Office

^[12] Direct.gov. (2009) *Qualifications: what the different levels mean*, <www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017>. Accessed 20/12/2010.

2.2 Rational for WBL in the United Kingdom

In the UK's education system, research has been reported of a gap between knowledge and skills needed at work and those gained through qualifications^{[13][14][15]}. In England, organisation of apprenticeships is currently undergoing a radical transformation and supported by a recent governmental pledge to start three million new apprenticeships by 2020. Announced in November 2014, one new form of apprenticeship, the Degree Apprenticeship, extends to all levels of an undergraduate degree (Level 4, 5 and 6) and master's degree (Level 7), and is intimately linked to professional standards as set by recognised professional bodies. The funding for Degree Apprenticeships is now embedded into a new levy from April 2016 for large organisations with a payroll exceeding £3million, but smaller organisations will receive notable incentives to adopt Degree Apprenticeship opportunities which may exceed their initial outlay^[16]. Moreover, the economic situation has had a negative impact on the delivery of WBL; students having part-time jobs is increasing, due to the rise of tuition fees in 2014. It was estimated 61% of the UK students work during term, for an average of eight hours per week^[17]. This growing incidence of part-time employment has put pressure on HE providers to rethink WBL provision and create opportunities to incorporate and explicitly recognise the learning derived from such work experiences into undergraduate programmes through academic credit, 'making a virtue out of necessity'^[18]. For a Learner's perspective, the video below illustrates how important and effective WBL could be in the life of young learners in the UK.

<https://www.apprenticeships.gov.uk/#>

^[13] Eraut, M. (2004). Transfer of knowledge between education and workplace settings. In: H. Rainbird, A. Fuller and A. Munro (Eds.), *Workplace Learning in Context*. London: Routledge, 201-21.

^[14] Stenstrom, M. L. (2006). Polytechnic graduates working life skills and expertise. In: P. Tynjala, J. Valimaa and G. Boulton-Lewis (Eds.), *Higher Education and Working Life: Collaborations, Confrontations and Challenges*, Amsterdam: Elsevier, 89-102.

^[15] Tynjala, V., Slotte, L., Nieminen, K. and Olkinou, L.E. (2006). From university to working life: Graduates' workplace skills in practice. In: P. Tynjala, J. Valimaa and G. Boulton-Lewis (Eds.), *Higher Education and Working Life: Collaborations, Confrontations and Challenges*, Amsterdam: Elsevier, 73-88.

^[16] BIS (2016a), Apprenticeship Levy: How it Will Work, Department for Business, Innovation and Skills, London, available at: www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work#accessing-money-paid-under-the-apprenticeship-levy (accessed 26 May 2016).

^[17] McGregor, I. (2015). How does part-time paid work affect higher education students' studies, and what can be done to minimize any negative effects? *Journal of Perspectives in Applied Academic Practice*, 3(2), 3-14.

^[18] Shaw, S. and Ogilvie, C. (2010). Making a virtue out of necessity: part time work as a site for undergraduate work-based learning. *Journal of European Industrial Training*, 34(8/9), 805-821.



[19] EARN AND LEARN, STRAIGHT FROM SCHOOL

I found the confidence I needed to take the apprenticeship because I knew theatre is what I loved and where I wanted to be.

There's never really a typical day. There's always different working hours and different people, which is my favourite part of it.

HOSANNA18, TECHNICAL APPRENTICE, LONDON

From the Employer perspective, the advantages of having an apprentice is as follow:

<https://www.apprenticeships.gov.uk>

- Approximately 80% of employers who employ apprentices agree they make their workplace more productive.
- There are more than 200 different Apprenticeships.

[19] Fire It Up. (2019). Hosanna - Royal Opera House Apprentice. [Online Video]. 17 January 2019. Available from: <https://www.youtube.com/watch?v=frWp3wP4lDo&feature=youtu.be>.

[Accessed: 27 May 2019].

- The Average Apprenticeship improves productivity by approximately £214 per week.
- Learning will be done within the workplace at the convenience of the company.
- Attracts enthusiastic, fresh talent to the business.
- Provides skill and talent for the future of the business.
- You do not have to pay employer National Insurance contributions to those under 25 years^[20].

2.3 Strategic Alliance between VET providers and UK SME's

VET providers and institutions are very important in eradicating the level of unemployment amongst learners (Adults and Young). The most important aspect of this IO2 is to elaborate on the importance of the relation between VET providers/ Institutions and UK SME's. Apprenticeships are normally well covered by governance frameworks, from running apprenticeship services to helping find placements for young or adult apprentices to supporting companies in recruiting apprentices.

In order to promote Apprenticeship and close the gap between organisations and VET providers, the UK's government has introduced a detailed process:

The role of the VET provider

The training provider has a key role to play in providing off-the-job training, assessing progress towards achieving their qualifications and supporting you generally during their apprenticeship. They work very closely with the employer to ensure that the apprentice receives:

- An induction programme on starting
- A detailed training plan (including on-the-job training)
- Regular progress reviews
- Opportunities to put into practice off-the-job learning so that they can achieve their qualifications/requirements of the apprenticeship
- Mentoring and general support throughout the apprenticeship

This will all be documented in a commitment statement that is part of the Apprenticeship Agreement. This is an individual learning plan that the provider, the employer and apprentice will all sign up to²⁰.

Apprentice weekly hours

The minimum duration of each apprenticeship is based on the apprentice working 30 hours a week or more, including any off-the-job training you undertake.

However, this does not apply in every circumstance. For example, people with caring responsibilities or people with a disability may work reduced weekly hours. Where this is the case, the duration of the apprenticeship will be extended to take account of this.

The time spent on off-the-job training should be at least 20% and should be included as part of the working hours. The employer must allow time to complete the apprenticeship within the working hours. If support is needed with English and maths, they should also be within^[20].

Employer information

An SME looking to take on an Apprentice into their organisation to avoid wasting time and resources will have to contact a VET provider directly or through an organisation such as Find An internship Ltd to take care of the whole process.

The government set up the Register of Apprenticeships Training providers, which has the data and information of apprenticeship training organisation.

Hiring an apprentice

There are several steps to employing an apprentice in England:

- Choose an apprenticeship framework or standard for an apprenticeship in your industry and at a suitable level
- Find an organisation that offers training for the apprenticeship framework or standard needed

^[20] National Apprenticeship Service (2019). A guide to apprenticeships. [online] Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787717/Guide-to-Apprenticeships-260219-LR.pdf [Accessed 27 May 2019].

- Check available funding for financial support
- Advertise your apprenticeship position
- Select your potential apprentice and create an apprenticeship agreement and commitment statement between different parties.
- Use an apprenticeship training agency if you do not want to go through screening and interviews processes²¹

Paying for apprenticeships as a small or medium-sized business

The main facts about paying for the new Apprenticeship Standards.

- The Government pays 90% of the cost of an Apprenticeship for businesses with a wage bill of less than £3 million.
- The Government will pay 100% of the training costs for small businesses that employ a 16 to 18-year-old on an Apprenticeship. The company should employ less than 50 people to qualify.
- There will be additional support for businesses who train 16 to 18-year-olds. The business will receive £1,000 in two installments – month three and month 12 of the Apprenticeship.
- There will be additional support for 19-24-year-olds who have previously been in care or who have a Local Authority Education, Health and Care plan²²

As mentioned above, VET providers and employers' relationship are essential in creating a life-changing experience for the learners by creating a quality Work-based Learning system. Despite the importance of the relationship between both parties, we realised an inefficient system of communications. However, there are multiple cases where communications are built successfully for the benefit of learners and employers.

Nowadays, SMEs are more open to the idea of taking on an Apprentice compared to a large organisation. Those small organisations often rely on the expertise of a company such as Find An Internship Ltd. Over the years, the organisation managed to establish itself as a trusted

^[21]Government Digital Service (2014). *Employing an apprentice*. [online] GOV.UK. Available at: <https://www.gov.uk/take-on-an-apprentice> [Accessed 29 Jan. 2020].

^[22]Skills Funding Agency (2016). Apprenticeship standards funding rules 2016 to 2017. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604972/Apprenticeship_standards_funding_rules_2016_to_2017_v2_FINAL.pdf [Accessed May 2019].

facilitator amongst entrepreneurs. The organization takes care of all the administrative documents, putting at ease both parties (The employer and learner) by matching the right skills for the learner and the right learner for the position.

WBL case from the United Kingdom

There are a variety of practices available for VET teachers, tutors and other professionals to support the growth and delivery of effective work-based learning and apprenticeships. Below are examples of related projects that are producing or have produced, tools that demonstrate quality practice in the effective delivery and assessment of work-based learning:

Country:	UNITED- KINGDOM
Category:	Work-Based Learning (WBL)
Title of Best Practise:	PROMOTE WBL
Organization name:	CREATIVE ALLIANCE (Lead Partner)
Give a brief summary/description of the best practise (maximum 100 words):	<p>Reducing youth unemployment across the EU remains a significant issue and developing their skills to meet employer needs and find work is a crucial element to respond to this challenge. Work-based learning (WBL) uses the workplace as a powerful learning environment that contributes to developing these skills.</p> <p>Promote WBL will not only identify and share methods that help make work-based learning more effective, but it will also provide VET professionals with the knowledge and tools to make it happen through a dedicated online course. The partnership aims to demonstrate that work-based learning in VET can be a win-win situation for both learners and the host employer.</p> <p>Barriers to making this happen can be challenging to overcome. Issues identified include poor relationships and collaboration between VET providers and employers, and a significant skills gap among learners of transversal skills; especially their entrepreneurship capabilities. VET professionals play a key role in developing this agenda, as both relationship-builder with industry and as the</p>

	<p>deliverer of skills improvement in young people. Promote WBL will support the training of VET teachers to help their students to make the most of their work-based learning.</p>
<p>Aim/s of the best practise in relation to VET:</p>	<p>The consortium unites VET providers, businesses and social partners from 7 EU countries; the United Kingdom, Spain, Italy, Belgium, Greece, Poland and Croatia. Through this consortium, we will produce an online training course for VET professionals and different complementary support tools. The project aims to support VET institutions to create a number of long-term collaborations between themselves and businesses of all sizes to create high-quality work-based learning opportunities for their learners. It is also expected that, through Promote WBL's contribution to a more effective learning experience for students, we can help to influence an increase of early employment outcomes.</p>
<p>Further reading/Direct Links to Best Practise: <i>(website, books, journals, articles)</i></p>	<p>http://www.promotewbl.eu/wp-content/uploads/2018/10/IO1-Guide-on-Effective-WBL-in-VET.pdf http://www.promotewbl.eu/?p=5393</p>



2.4 WBL successful strategies and approaches in the UK

The table is a successful representation of work-based learning in the United-Kingdom. Its table contains information related to the following:

- Industry – Policy maker partnerships
- Continuous Professional Development (CPD)
- Minimum standards for teaching and learning
- Support for young people
- Promotion of WBL and greater coordination of marketing.

Area	Description	Link
Industry-Policy Maker partnerships	Policies and legislation are created with VET institutions, their learners, and importantly, employers at the forefront. Engagement with employers of all sizes take place at the development and implementation phases of policy reviews and place the quality of provision and experience for young people at its core.	https://www.gov.uk/government/organisations/department-for-education
Continuous Professional Development (CPD)	Clear CPD programmes are in place for existing VET teachers and tutors that help develop their practice and share knowledge and experiences. This includes both certified and accredited courses. Clear progression pathways and minimum expectations associated with job roles for VET staff should be visible and well-communicated.	https://www.futurelearn.com/courses/categories/teaching-courses
Minimum standards for teaching and learning	Through policy, legislation and strategic leadership, a minimum standard of teaching and learning quality can drive improvements in the sector how it is viewed amongst wider stakeholders. Examples include all deliverers	https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/teaching/1106-teaching-

	of apprenticeships and work-based learning programmes should hold, or be working towards, a teaching qualification.	training- and-assessing-learning#tab=information
Support for young people	Skills being acquired through their work-based learning experience should be tied to their own development needs and well-supported by both VET teachers and tutors as well as the employer organisation. Matching the interests and needs of the young person to the opportunity leads to better retention and achievement.	https://www.gov.uk/guidance/employing-an-apprentice-technical-guide-for-employers
Promotion of WBL and greater coordination of marketing	To challenge the wider perceptions of VET and work-based learning, coordination of quality marketing and communication which helps employers, young people and their parents and guardians to better understand the benefits of work-based learning should be in place.	https://www.fenews.co.uk/

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^[23]GUIDE ON EFFECTIVE WORK-BASED LEARNING IN VOCATIONAL EDUCATION AND TRAINING. (n.d.). [online] Available at: <http://www.promotewbl.eu/wp-content/uploads/2018/10/IO1-Guide-on-Effective-WBL-in-VET.pdf>.

2.5 WBL Practices in Partners Countries

WBL Practices in Finland

The New Education Agreement Model in Finland

In Finland, a new legislation was introduced in early 2018 on Vocational Education and Training (VET). Research has shown that working life is undergoing changes: new jobs are emerging while old ones disappear and the businesses and students need to adapt to it. Skills need to be updated throughout the career via lifelong learning as technology and revenue models change. One of the key drivers to change is the digitization of the entire society.

As part of a larger reform of Vocational Education and Training in Finland, training paths for youth and adults are now integrated under the same legislation, in comparison to the old one. Another important element of this reform is to further develop the connection between education and workplace in the learning process. As a new element to the educational system, the Education Agreement Model was introduced in Finland in 2018.

This new model was created in parallel to the already established apprenticeship training. The agreement model is seen to be a more flexible form of training at the workplace. No work contract is needed between the learner and the employer. It is recommended for situations where the student has only the basic knowledge of the profession and is in need of extensive guidance and counselling. Apprenticeships, on the other hand, are better suited for situations where a student already has a working contract with the employer, or is in a recruitment process, for the worker to update competence. In the new policy, education agreements can lead to apprenticeships, or the models can also be combined. The following table illustrates the differences between the education agreement and the apprenticeship:

Education agreement model	Apprenticeship model
Agreement between school and employer	Contract between student and employer
No salary is paid, other financial remuneration is possible	Salary is paid, regulated by national agreements
Based on the status of a student, essentially a training contract	Based on the status of an employee, both work and training contract
Time allocation flexible	At least 25 hours/week
The agreement can be made to study parts of a qualification or the whole qualification.	The apprenticeship can be made to study parts of a qualification or the whole qualification.

Table 1: differences and similarities between the apprenticeship and education agreement models in Finland

A mentor at the working place will be appointed to the learner in both cases. For the employers, the student is recruited on a voluntary basis, and the employer can also select himself the student or students. In the educational agreement, the educational institution is in charge of monitoring the progression of the studies and guidance services. Employers do not receive monetary compensation for the students learning through the educational agreement. In apprenticeship training, a remuneration is paid to the learner. All in all, the new model is designed to be more flexible and with a low threshold to the different parties involved.

Benefits for the learner:

- students get to learn new skills in authentic work environments and get real job assignments increasing the relevance of learning
- training period and duration can be agreed upon based on individual needs
- the contract does not conflict with the students' right to financial support or other social support benefits

Benefits for the employers

- contract is made between employers and educational institutions
- training is designed in collaboration between employers and educational institutions
- the model does not generate staff costs for the employers
- financial support can be given without generating a working contract

Benefits for the educational institution

- flexibility of the model may help in finding new collaboration for work-integrated learning for students, especially in smaller municipalities
- part of the education can happen with another employer or at the school
- education can be developed to better meet the needs of a specific employer

Innovative nature of the case

From the point of view of the educational system, the new model stresses the responsibility of the education providers to ensure that the training meets the needs of the labor market. Compared to the apprenticeship model, the needs of a specific employer can be met easier with

the educational contract. The education agreement model was created in collaboration with the representatives of the world of work and was endorsed by e.g. the Federation of Finnish Enterprises.

In order to further align the vocational education and training with the labor market, the financing system of the VET institutions will be based on the results achieved through this new model. The first half of the financing is based on the number of students enrolled; then the second half is based on indicators on qualifications, parts of qualifications, student employability and progression to further studies.

The Finnish case highlights the following guiding principles in work-based learning:

- *Principle 1:* Supporting measures that make apprenticeships more attractive and accessible to SMEs
- *Principle 2:* Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices
- *Principle 3:* Focusing on companies having no experience with apprentices
- *Principle 4:* Supporting companies providing apprenticeships for disadvantaged learners
- *Principle 5:* Motivating and supporting companies to assign qualified trainers and tutors
[24]

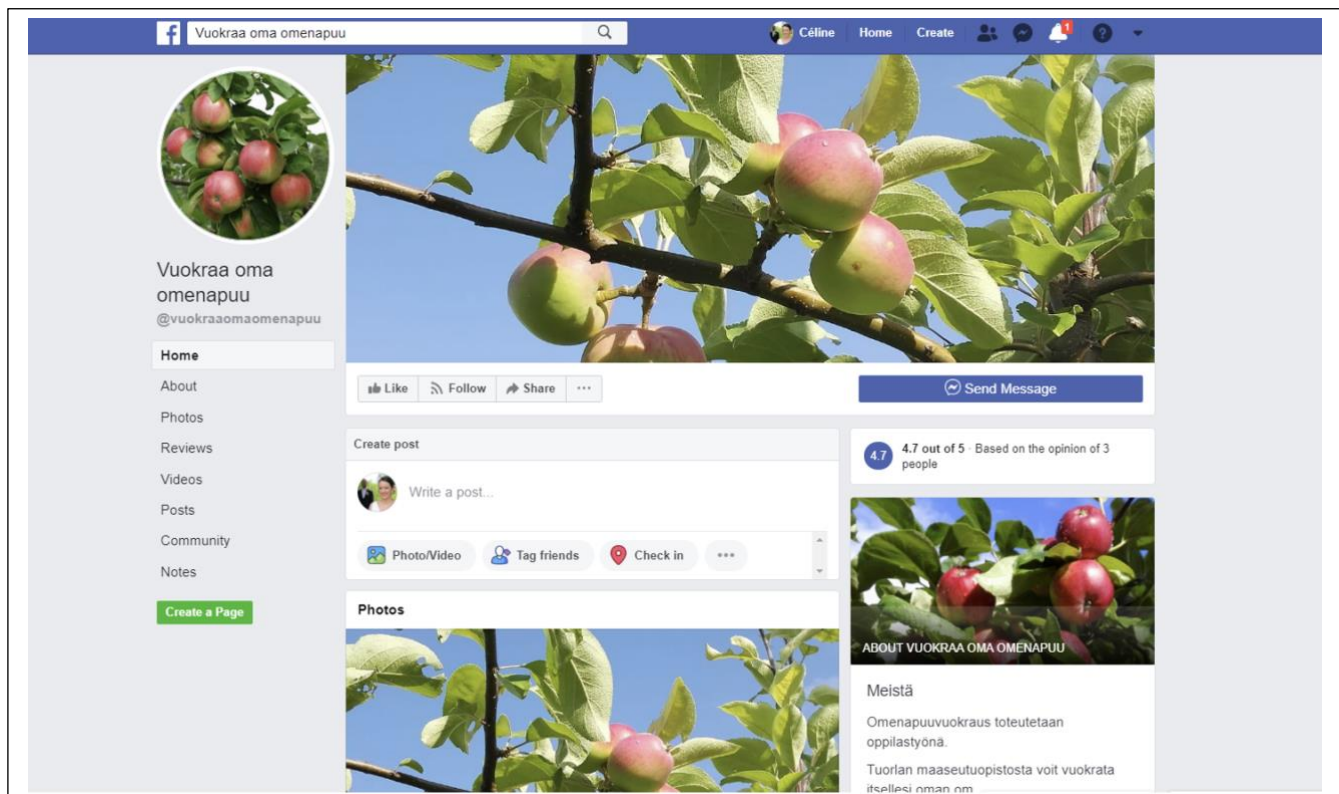
[24] Opetushallitus. (2018): Ammatillisen koulutuksen reformi – Tietopaketti ohjaajille. Helsinki. Presentation by Riikka Vacker in the event "Henkilökohtaistaminen" in Tampere 14.11.2017, available at https://www.oph.fi/download/187937_Oppisopimus_ia_koulutussopimus.pdf
Online resource also available at:
<https://minedu.fi/tyopaikalla-oppiminen>
<https://www.yrittajat.fi/yrittajan-abc/koulutus-ja-kehittaminen/ammattillinen-koulutus/opas-tyopaikalla-oppimiseen>
https://ohjaan.fi/wp-content/uploads/2018/07/tyopaikalla_jarjestettava_koulutus.pdf

WBL case from Finland

This case has been experimented under the Erasmus+ project InnovatiVET by the University of Turku. Project number 2017-1-DK01-KA202-034250

Country:	Finland
Category:	Work-Based Learning
Title of Best Practise:	Rent an apple tree
Organization name:	Livia College
Description of the best practise	<p>The project was started in 2014 by the Livia College and is based on renting apple trees to customers. The concept has been advertised through a garden exhibition in Turku and Open Days at the college.</p> <p>The trees are rented in the spring to anyone. Once the rent is paid, the tree is reserved in the apple orchard. During the spring and summer, students take care of the trees: watering, fertilizing, etc. The person renting the tree can follow the harvest ripening through Facebook. In the fall, as the harvest matures, the students email the renter to pick up the apples.</p>
Aim of the best practise in relation to VET:	<p>The renting of apple trees is part of teaching at the college and in the curricula. It combines teaching in gardening production and entrepreneurship.</p> <p>The concept gives an introduction to entrepreneurship and tackles down current societal topics that are highly linked with the economy, environment and societal responsibility. Students get to experience concretely circular economy, global concept and local food entrepreneurs. Students get to experience different business models and work on their field of expertise in a different manner.</p>

	<p>Students understand the importance of the community in business development and the impact of involving customers in the end product.</p> <p>Students learn about customer service as the renting process is documented and feedback is collected from the customers to improve the service, and are part of the teaching.</p> <p>The project supports communicating about VET training to families and young people in the area to attract new students to the institution and new customers.</p> <p>The project provides an interactive working life experience with the local community.</p> <p>Participation in the experiment was seen as a means to develop education and to increase the participation of students in entrepreneurship at school. The culture at school is already benevolent for experimentation and trials.</p>
<p>Further reading/Direct Links to Best Practise: <i>(website, books, journals, articles)</i></p>	<p>http://www.twinery.orghttps://www.facebook.com/p/g/vuokraaomaomenapuu/about/?ref=page_interna!</p>





Criteria	WBL	Yes, how	No, how
Contributes to a VET teacher's continuing professional development plan	x	teachers must find ways to attract students from the local community teachers must interact with the local community, updating their skills to current market needs	
Is supporting the development of divergent thinking skills	x	The task is very practical and working-life oriented. Students must find new ways to support the local community	
Is supporting the development of lateral thinking skills	x	Interaction with customers and local farmers brings relevancy and increase lateral thinking	
Is supporting the development of creative skills	x	Students get to experience concretely circular economy, global concept and local food entrepreneurs. These concepts are very new and require creative thinking to be tackled down	
Is supporting the employability of students	x	Students get familiar with the concept of entrepreneurship and become aware of how to run a business	

Is supporting the development of DT toolkits for teachers	x	Through the project, students might have to use new techniques to acquire new customers, but also new business models to support other local entrepreneurs	
Is developing industrial currency of teachers and working-life relevancy of education	x	The working-life relevancy of the education is strengthened by proposing relevant challenges to be faced, as well as for students to be put in real-life situations	
Has an element of innovation relevant to teachers	x	The topics of circular economy, food waste, global consumption are by mean innovative and requires innovative ways to be approached, this way the teachers have to be innovative	
Has proof of teacher & employer co-design	x	Teachers and students interact with the local community. Teachers must collaborate with the entrepreneurs to design new business models supporting their business and define the role of the students and educational institution	

WBL Practices in Greece

Internship programs or work-placements have been recognized as one of the most efficient methods to bridge the gap between education and employment requirements. The contribution of internships is huge given the learning opportunities which improve the work choices, support students to develop initiatives, self-confidence and maturity, and offer to prospective employees secure low-cost training.

According to the paper “*GREECE: THE RIGHT TIME FOR ENHANCING WORK-BASED LEARNING*” submitted by Anna Manoudi, Greece does not have pre-apprenticeship support schemes in lower secondary education or in the first grade of higher secondary school, such as those described in other European counties. According to the OECD, after leaving education, young people in Greece take on average 24 months to find their first job, compared to the European average of 17 months and 6 months in the USA. This, in turn, reflects the historically very weak links between the education system and the labour market as well as the fact that opportunities for work-based learning have been limited to date’.

The declining number of apprenticeship places can be attributed to a number of factors. For example, the economic crisis has affected the apprenticeship scheme significantly with employers offering much fewer positions of work practice than before not to mention the social

security contributions that must be paid by the employers together with the undeclared or uninsured work that is widespread.

During the last years, the Work-based education in Greek public Higher Educational Institutes has been well established. Work-placements have become an obligatory stage for students studying ABA and other disciplines in Higher Technological Educational Institutions (ATEI) and is an optional one for students of Universities. Although the usefulness and importance of internships in the Greek educational system cannot be doubted and is continually spreading in Universities (Mihail, 2006) there is evidence that changes and new tools should be used in order to reap more benefits from W-P following the example of other institutions abroad.

According to Sofia Asonitou, Professor in the Department of Business Administration in Athens, in her chapter: Employability Skills in Higher Education and the Case of Greece of “Procedia-Social and Behavioral Sciences”, February 2015, there are several points where we should focus on and suggest in order to make internships and work placements an interactive, easily evaluated and effective experience.

- Reassure it is an added value process for all students. Should make sure that work-placement is a period with added value and not just one more compulsory prerequisite for the student to obtain his degree. There are cases that students complain about the boring and repetitive character of their 6-month occupation during internship. This results in Work Placements becoming a ritual process and not a “living experience”. Businesses should be committed to occupy partly the trainee in a specific high demanding project next to experienced executives so that the trainee is not occupied solely in routine, low - demanding tasks.
- Define the student’s preferences. The student should define his working targets in advance i.e. financial accounting, auditing, management accounting, logistics or marketing and should decide jointly with the HR department of the firm about their occupation. There are times that students do not really make any choice because either they are eager to start or they do not know which their preferences are or the firm imposes its decisions.
- Internships should start earlier in the educational process. Small portions of employment should be provided to the students by organizing short periods of (one or two-month) working experiences early in their academic life even at the end of the first year of studies. Should not leave all Work Placements to happen in the last year. This activity would introduce students to the professional world, help them mature and even identify and decide easier on their own professional preferences.
- One-day working service. Special agreements with firms could be signed so students can selectively work on specific projects for one day per week for a defined period for specific tasks. Again, this would introduce them to the needs and the expectations that employers will have

from them in the future. This service might count as part of their mark on a specific course with proper provision for their assessment.

- Increased communication between teachers and trainees. There should be continuous communication between the trainee and the academic supervisor during the internship so that the trainee has the feeling of the continuity of the educational experience.
- Strengthen the reflective practice. Feedback and reflection are missing from the current organization of the W-P. The students undertake their internship in the 8th semester of their studies (last semester) and normally have passed the majority of the courses. Even if the student has not passed the courses, the full-time W-P makes it impossible for the student to attend any courses and therefore misses contact with his/her studies. The result is that the W-P as the last step of a learning experience does not provide the student with the opportunity to discuss his/her experience, to clarify issues and questions raised during the internship and generally there are no opportunities for feedback. Therefore, we need to re-organize our W-P in such a way that at the end of the process there is time and the proper procedures that allow for feedback, discussion, evaluation and transfer of ideas from work to education in real terms. Students when they finish their W-P should write a short report and make an oral presentation. This presentation could include a description of the company, their tasks during internship, their estimated learning, the benefits they received, their critique on the curriculum related to the real world.

Future trainees, teachers and representatives of the firm could attend and participate in the dialogue. This process would enhance students' communication and presentation skills^{[25][26]}.

Case study from Greece

The Ministry of Education, Research and Religious Affairs in cooperation with the Ministry of Labor, Social Security and Social Solidarity acknowledges that the Vocational Education and Training is an integral part of Greece's education system and a key priority of today's Government's education policy, as Vet has both a professional and a social role to play. Expanding the institution of apprenticeships is an absolute priority and for this reason, it is offering the chance of apprenticeships by public and private bodies.

^[25]GREECE: THE RIGHT TIME FOR ENHANCING WORK-BASED LEARNING, Peer Review on 'The dual training system – Integration of young people into the labour market, Anna Manoudi, September 2010

^[26]Employability Skills in Higher Education and the Case of Greece of "Procedia-Social and Behavioral Sciences", Sofia Asonitou, February 2015

Apprenticeship planning was organized on the basis of continuous collaboration between educational structures and employers, with particular emphasis on Work-based Learning and is being implemented in a way that promotes the link between vocational education and the labor market.

The priority given to expanding apprenticeships, from the early stages of implementation, has already mobilized a significant number of public sector bodies, an ever-increasing number of private sector enterprises and a positive response to applications for all types of candidates (or apprenticeship structures). During the 2019-20 school year, the Ministry of Education, Research and Religious Affairs with the Ministry of Labor, Social Security and Social Solidarity and the Manpower Employment Organization will implement Apprenticeship Programs overall for apprentices and students of Vocational Education and Training structures - EPAS - IEK).

In the framework indicated during the 2019-2020 school year (beginning of October 2019), the co-sponsors will implement apprenticeships in specialties covering key development priorities of the country with the Greek institutes calling for any private sector bodies wishing to offer apprenticeships, to announce their apprenticeship positions on the Manpower Employment Organization portal using their codes for the web portal of the Greek taxation office and service for their entry. Apprenticeships will also be posted on the Manpower Employment Organization's portal, following the issuance of the relevant decision required by the inter-ministerial invitation (Invitation to apprenticeships for graduates) and their submission to the individual relevant bodies^[27].

WBL Case study from Poland

Poland pursues its comprehensive vocational education and training (VET) reform from December 2016 and sees improvement in the employability of vocational graduates. The reform includes changes in vocational pathways, curricula, the financing system and greater employer involvement.

First-stage sectoral or branch schools began operating in September 2017. They offer three-year programmes leading to a vocational certificate for qualification in a single occupation.

^[27] Minedu.gov.gr. (2019). ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ - ΑΡΧΙΚΗ. [online] Available at: <https://www.minedu.gov.gr/> [Accessed May. 2019].

Graduates of such schools can either enter the labour market or go on to second-stage schools, which offer two-year programmes for further study. Graduates of these schools can take the secondary school exam and go on to HE.

In addition, as of 1 January 2019, the allocation of funds for initial VET will be based on factors including:

- 1) the demand for specific occupations in the region;
- 2) the effectiveness of the education process;
- 3) training costs for specific jobs.

The reform also makes it mandatory for schools to cooperate with employers when launching new courses and allows schools to open short-cycle training courses for adults ('vocational skills courses') ^[28].

Finally, in January 2018, the Ministry of Education established an advisory body —the Council of Vocational Schools Directors —to support the reform^[28].

Sectoral skills councils were established in Poland since 2016 in the fields of health, construction, finances, tourism, fashion and innovative textiles, IT and automotive including electromobility. Poland has also established a Program Council on Competences and National Training Fund (NTF) and furnished a database on training services (Baza Usług Rozwojowych - BUR).

WORK BASED LEARNING IN ITALY

In Italy, the requests from the European institutions have been introduced into the training system, through the so-called "dual system"^[29]. Although in the European context the "dual" attribute is preferably used to indicate the apprenticeship training paths, the Italian experimentation of the "Dual System" wanted to embrace all three forms of Work-Based Learning, introducing: apprenticeship, traineeships (included in the school-work alternation plans) and the Simulated Training Company (attributable to the third WBL mode).

^[28] European Commission. (2018). Education and Training Monitor 2018 Poland Report. [online] Available at: https://ec.europa.eu/education/resources-and-tools/document-library/education-and-training-monitor-2018-poland-report_en [Accessed May. 2019].

^[29] <http://www.sistemaduale.anspal.gov.it/Pagine/default.aspx>

This Italian choice undoubtedly responds to reasons of opportunity: it would not have been prudent, in a system traditionally not inclined to use work-based methodologies, to introduce the Dual System by proposing only the apprenticeship, which is considered the most "radical" form of WBL. On the other hand, this choice made by Italy also reflects a certain way of framing the apprenticeship from a regulatory point of view, specifying its relationship with the Vocational Education and Training system.

The most relevant peculiarity of the WBL in Italy is that training institutions and companies have the possibility to personalize, through a joint design, the training plans of apprentices and trainees. This also meets the European recommendation on the ECVET system.

The basic pedagogical idea is that any work experience can offer sufficient motivation for students to achieve, through an appropriate critical reflection, the training objectives set by school systems.

Thanks to the Agreement^[30] stipulated in the State-Regions Conference in September 2015, (in Italy, the Regions have the authority over the issue of VET qualifications) the Italian Government has launched an experiment involving 300 professional training centres throughout the national territory, to allow 60,000 young people to acquire a professional qualification or diploma in alternation. This was the first step to make effective the construction of a structured and continuous relationship between the world of education and training (schools and training centres) and the labor market.

The characteristics and objectives of each of the previously cited forms of Work-Based Learning are specified below, according to the Italian legislative regulation.

A) Apprenticeship

Apprenticeship is an employment contract (between a student and a company) aimed at training and youth employment. It is one of the cornerstones of the Italian Dual System.



[30] https://www.isfol.it/sistema-documentale/banche-dati/normative/2015/normativa-statale-2015/csr-accordo-24-settembre-2015-n.-158/S_Accordo24settembre2015n158CSR.pdf

According to the provisions of the Reform of Labor Law In Italy, - the so-called Jobs Act^[31], - and the Legislative Decree^[32] n. 81/2015, the apprenticeship is divided into three types:

1° level Apprenticeship - Achievement of one of the following qualifications:

- the professional qualification and diploma,
- the diploma of upper secondary education
- the certificate of higher technical specialization.

This type of contract allows companies to hire young people aged 15 to 25 and to combine work experience within their study and education path, developing skills required by the labor market during the course of study.

The pathways to obtain the qualification and diploma are provided by Professional Training Centers accredited by the Region or by Secondary Schools (administered by the State).

To activate a 1st level Apprenticeship contract, the employer must refer to the regional rules and procedures and contact an accredited centre that manages paths related to the professional area corresponding to the work activity that the apprentice is called to perform.

2° Level Apprenticeship - "*Professionalising apprenticeship*". This is an employment contract between a company and a student aged between 18 and 29 years old.

This type of apprenticeship is used by the student to obtain a professional qualification in the sector of reference, according to the provisions of the collective employment contracts stipulated by trade union associations. If this type of contract involves apprentices who receive an unemployment benefit, no age limits will apply.

3° Level Apprenticeship – "*Higher education and research apprenticeship*". It is an employment contract (between a company and a student aged between 18 and 29), aimed at the achievement of university education qualifications (third level training) by the student. This type of contract also includes research doctorates, diplomas relating to the paths of higher technical institutes, research activities as well as for the internship for access to the professions.

B) SCHOOL-WORK ALTERNATION

The State Regions Agreement of 24 September 2015 and Law 107/2015 (called the Law of the Good School^[33]) governed the so-called "alternation between school and work". It is a form of WBL that allows young Italians, from secondary schools to the university, to have practical experiences in the workplace during their studies.

The alternation between school and work is aimed at all students involved in secondary education (ISCED 3), although in greater quantities for VET students.

Unlike apprenticeships, school-work alternation is not an employment contract, but a form of training on the job (consistent with the study address chosen by the student), which allows students to acquire, in addition to knowledge basic school learning, also technical and professional skills, which can be spent on the job market.

[31] <http://www.jobsact.lavoro.gov.it/Pagine/default.aspx>

[32] <https://www.gazzettaufficiale.it/eli/id/2015/06/24/15G00095/sg>

[33] <https://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg>

The alternation courses can be undertaken by students of the II degree school, aged between 15 and 18, and are regulated by an agreement between school and company.

As part of the Dual System, employers interested in hosting students can enter into agreements with Secondary School/ Training Centres with different degrees of involvement, depending on the interest.

School - Work Alternation and Erasmus Plus traineeships KA1 VET

Many secondary schools and VET organizations make the School - Work Alternation coincide with an Erasmus Plus KA1 VET traineeship.

This is possible because the objectives, in terms of Learning Units and Learning Outcomes of an Erasmus plus KA1 VET internship, are very similar to those of alternation. Furthermore, being an Erasmus internship abroad, the training on the job of the student is enriched with multilingual and intercultural skills.

3) The Simulated Training Company (IFS)

The Simulated Training Company is a didactic methodology that intends to reproduce within a training institution the company activities concerning the organization, the environment, relations and work tools. A virtual company is set up, animated by the students of a class, which carries out production and / or service supply activity, referring to a real company, that plays the role of “tutor company”.

The goal is to create a connection with real work activities in designing roles and tasks of individual students in the situation.

The employer who plays the role of “tutor company” in a simulated training company project, undertakes to:

- support the definition of the project;
- provide information/training interventions for students;
- be available for visits by students at the company;
- supervise the progress of the project.

The “tutor company” ensures consistency between the real organizational and operational model with that simulated by the students, collaborating in defining the simulated business project and evaluating the results. Furthermore, it undertakes to transmit to the student’s information relating to its organizational and operational model through direct testimony in the classroom and in the company.



Participation in the activities of a simulated training company as a tutoring company allows the interested employer:

- to welcome students on alternating school-work courses or
- to take them on first level apprenticeships or
- to attend classes to get to know potential guests/apprentices and at the same time to introduce them to the company reality, the products, the organizational and operational methods, so as to favor their future insertion.

CASE STUDY IN ITALY

The Italian organizations Informamentis Europa and YES involved in the IMPROVE project consider the research "THE SUCCESS MODELS OF DUAL TRAINING"^[34] - carried out by "Di Vittorio Foundation - CGIL National Institute for historical, economic, social and union training research", appropriate for the purposes of this intellectual output. The research takes into consideration 25 WBL Italian best practices, considering the different typologies foreseen by the Italian legislation; Apprenticeship, Work-life alternation; the Simulated Training Company.



Informamentis Europa and YES have chosen good practice involving the most important Italian Automotive company - Fiat Chrysler Automobiles - as it has production plants in both regions where Informamentis and YES are based.

Specifically, we analyze below the good practice of WBL involving Fiat Chrysler Automobiles - POMIGLIANO ASSEMBLY PLANT - and the "Cantone" Scientific High School Pomigliano d'Arco (NA)

[34] <https://www.fondazionedivittorio.it/sites/default/files/content-attachment/WE4YOUTH-ebook-I-MODELLI-DI-SUCCESSO-DELLA-FORMAZIONE-DUALE-25-casi.pdf>

Country:	ITALY
Category:	Work-Based Learning (in the framework of School-Work Alternation)
Title of Best Practise:	FCA Adoption:
Organization name:	<ul style="list-style-type: none"> • Fiat Chrysler Automobiles - Pomigliano Assembly Plant - Pomigliano D'Arco- Napoli (Italy) • Liceo Scientifico "Cantone" Pomigliano D'Arco - Napoli (Italy)
Description of the best practise	<p>Starting from the 2016-2017 school year, Fiat Chrysler Automobiles has prepared its own national format to offer to secondary school students a WBL experience within the framework of School-Work Alternation.</p> <p>The format, called "FCA adoption", involved, in the 2016-2018 period, 45 classes from 16 schools across Italy (971 students).</p> <p>Here we examine the experience of alternation that is taking place in the Fiat Chrysler Automobiles - Pomigliano Assembly Plant - in Pomigliano D'Arco in the province of Naples (ITALY), which "adopted" - the "Salvatore Cantone" Scientific High School (secondary school ISCED 3), also located in the municipality of Pomigliano D'arco.</p> <p>The WBL experience specifically involves 4 classes of the third year of study, three of which have an IT address (Applied Sciences Option) and one with a scientific address for a total of 96 students.</p> <p>From the company's point of view, the choice to involve a high school in spite of VET school (as was done in other Italian Region), is quite unusual, but is due to a specific characteristic of the school: it is well oriented towards a training capable of including WBL experiences.</p> <p>From the school's point of view, the proposal from FCA represented an important opportunity:</p> <ul style="list-style-type: none"> - for the significant number of students involved - for the quality of the training program proposed by an important company (a very rare occasion in the Campania region); - because the learning experience at work can be a source of future job opportunities for students and/or motivation to continue their studies in the automotive sector.

<p>Aim of the best practise in relation to VET:</p>	<p>FCA's WBL training program was built by the company's management and consists of a nationally standardized format that aims to function in a similar way in the different Italian contexts in which it is carried out. This format provides for the design of training content based on:</p> <ul style="list-style-type: none"> - of the three school years, - organizational structures of the company, - productive vocations of the territory, - characteristics of the student population. <p>The format is then discussed with the schools involved, to adapt it to the characteristics of the participants.</p> <p>The course lasts 3 school years:</p> <p>a) in the first year, students carry out an on the job experience within the company (lasting max. 60 hours) which includes on-the-job training courses and laboratory activities.</p> <p>b) project work is carried out in the second year (agreed by company tutors and teachers). Each project work involves a small group of students, so the training is "tailored" on the characteristics of the learners.</p> <p>3) in the third year the project works are presented and tested.</p> <p>Throughout the three-year course, students are also involved in the "INNOLAB" (innovation laboratories) carried out by FIAT experts specialized in the field of innovation.</p> <p>The teachers and students of the High School Liceo Cantone have been actively involved in the design of the project work to be carried out and have lived these activities proactively and dynamically, thanks to the ability of the FCA experts to offer an innovative training venue.</p>
<p>Further reading/Direct Links to Best Practise:(website, books, journals, articles)</p>	<p>https://www.fondazione divittorio.it/sites/default/files/content-attachment/WE4YOUTH-ebook-I-MODELLI-DI-SUCCESSO-DELLA-FORMAZIONE-DUALE-25-casi.pdf</p>

Criteria	WBL	Yes, how	No, how
Contributes to a VET teacher's continuing professional development plan	x	The teachers are involved in the design of the training units and in the definition of the project work. In this way, they update their skills, also enriching them with innovative elements learned in the company	
Is supporting the development of divergent thinking skills	x	The involvement in INNOLAB allows students and teachers to develop innovative ideas and to consider work in the automotive industry from different points of view	
Is supporting the development of lateral thinking skills	x	Interaction with workers and company experts allows students to develop increase lateral thinking	
Is supporting the development of creative skills	x	The involvement of students and learners in the definition of the project work favors the development of creative skills.	
Is supporting the employability of students	x	At the end of the three-year WBL course, students developed many of the characteristics that automotive companies look for in their workers.	
Is supporting the development of DT toolkits for teachers	x	Thanks to the constant interaction between teachers, company tutors and company experts.	
Is developing industrial currency of teachers and working-life relevancy of education	x	The working-life relevancy of education is strengthened because both teacher and students are put in real-life situations	
Has an element of innovation relevant to teachers	x	The participation of teachers in INNOLAB allows them to acquire and develop innovative elements.	
Has proof of teacher & employer co-design	x	The co-design between teachers and company experts is a characteristic and essential element of the training program proposed by Fiat Chrysler Automobiles for high school students.	

CHAPTER 3: WBL IMPLEMENTATION

3.1 Best practice in the delivery of WBL

Despite the benefits and win-win situation, work-based learning faces some obstacles and criticisms. There are many literatures on how WBL should be assessed, accredited and delivered^{[35][36]}. However, the traditional VET approach is based on adaption. Aims, contents, methods and instruments of education are adjusted to an idea of technical and economic progress. But this idea has far too often proved as regress. Therefore, a vocational constructivist work-based approach is necessary^[37]. WBL is regarded as challenging for many organisations as it involves labours and can create confusion for the students based on the differences of environment from the classroom to the office. When planned properly, it could be beneficial not only to the students but also to the educators and employers.

Following are six characteristics of good quality work-based learning:

- Learners, employers and academic staff all understand the underlying intentions.
- The quality of work experience is enhanced by prior induction and briefing of all involved, by facilitation of on-going reflection and identification of learning outcomes.
- Work experience is accredited so that it is taken seriously.
- Students build up a work-experience portfolio so that quality is monitored.
- There is an effective reflection, that is, students can explain what they have learned.
- Formative assessment is used to support the process of learning^[38].

The six characteristics above highlight the fact that educators responsible for the Work-based Learning need to be flexible and understanding of the potential challenging that learners might face when participating in the WBL programme^{[39][40]}.

^[35]Nixon, I., Smith, K., Stafford, R., Camm, S. (2006). Work-based learning: illuminating the higher education landscape, Final report, July, York: Higher Education Academy.

^[36]Brennan, J. and Little, B. (2006). Towards a strategy for workplace learning. Bristol: Higher Education Funding Council for England (HEFCE).

^[37]Eicker, F. and Hartmann, M. (2004), "Kompetenzfelder als Kristallisationspunkte für Gestalten in technischen Berufsbildungs- und Innovationsnetzwerken", in Herkner, V. and Vermehr, B. (Eds), Berufsfeldwissenschaft – Berufsfelddidaktik – Lehrerbildung. Beiträge zur Didaktik gewerblich- technischer Berufsbildung, Donat, Bremen, pp. 167-174.

^[38]Blackwell, A., Bowes, L., Harvey, L., Hesketh, A. and Knight P. T. (2001). Transforming work experience in Higher Education. British Educational Research Journal, 26(3), 269-286.

^[39]Boud, D. 2001. Creating a work-based curriculum. In: Work-based Learning: A new higher education? D. Boud & N. Solomon (Eds). Buckingham: Society for Research into Higher Education, Open University Press.

^[40]Boud, D. & Costley, C. (2007). From project supervision to advising: new conceptions of the practice. Innovations in Education and Teaching International, 44(2), 119–130.

3.2 Why WBL matters?

There are a number of reasons for policy makers, companies and social partners to be interested in introducing, implementing, expanding and improving the quality of work-based learning. The table below summarises some information collected:

Area	Description
Enterprise perspective	Workplaces in which employees constantly learn new skills and new ways of doing things tend to be more productive and more profitable. They tend to be more innovative, be better at using employees' knowledge to improve product quality and customer service and have lower staff turnover.
Learner perspective	Work-based learning can make their programmes of study more interesting and connect them more directly to the world of work. It can improve their job prospects by giving them more relevant work skills and by connecting them to employers who may offer them jobs after they graduate. This can be an important way of expanding opportunities and increasing social inclusion among groups that are disadvantaged in the labour market.
Employee perspective	The chance to learn new things makes work more interesting. It encourages employees to be more interested in improving their career prospects and increases the chances that they will undertake formal VET.
Public policy makers in initial, post-secondary and continuing VET	<p>work-based learning:</p> <ul style="list-style-type: none"> • produces higher-quality skills that are more relevant to real work situations than does learning that occurs entirely in the classroom; and it produces skills that are likely to be more up to date with current practices in the workplace; -Helps to strengthen cooperation between education and business, and to create strong links, both for individual students and for the system as a whole, between vocational education and the real demands of the labour market; - Increases the link between learners and the labour market and so improves their chances of getting a job after they complete their training; -Involves employers in designing and managing VET, thus increasing their confidence in the system; -can create learning opportunities that many publicly financed VET schools and colleges cannot afford.

Schools and colleges	<p>Work-based learning:</p> <ul style="list-style-type: none"> • can be a powerful way to develop generic skills such as team-work and problem solving, and basic work habits such as punctuality; • Shows students the relevance of their courses to future jobs, and so makes them more interested in studying; this can be important for increasing participation and outcomes for disadvantaged students^[41];
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3.3 Learning tools to support implementation of Work-based Learning

There are many tools available nowadays for VET tutors, teachers and trainers to support the implementation of work-based learning and apprenticeships. The table below illustrates quality practice in the delivery of work-based learning:

Tool	Description	Link/Location
Work-based Learning Toolkit	<p>A repository of links to projects that contain various resources, reports and other materials that have been produced from a wide range of European projects relating to work-based learning. Themes include evaluation and quality assurance practice, partnership approaches, and capacity-building among teachers and trainers. There are also sector-specific resources available, ranging from information on maritime industry-related training to retail apprenticeships.</p>	http://www.wbl-toolkit.eu/
TrainCom	<p>An information and learning platform for VET teachers and tutors who are 'engaged in developing or redesigning programmes with a view to (a</p>	<p>http://train-com.de/</p> <p><i>(Site can be translated into Spanish, English, German, Italian and Czech)</i></p>

^[41]Sweet, R. (2018). Work-based learning A handbook for policy makers and social partners in ETF partner countries. [online] Available at: https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf [Accessed May 2019].

	stronger) competency orientation'. A 5-module learning tool that provides practical examples of how to plan, support, and assess WBL effectively	
Replay-VET	The REPLAY-VET project that is relevant to improving the current and future labour market participation of low-skilled groups of workers across the European Union and so are of direct interest to people involved in VET	http://www.replayvet.eu/en/project/ (Site can be translated into German, English, Spanish, Italian, Czech and French)

The “IMPROVE” project aims to promote innovative practices and tools in VET, in order to encourage people to consider Vet as an important choice on their professional path, as set by the European Commission in one of “Ten Actions” of the new and comprehensive “Sills Agenda for Europe” (launched in June 2016). As remarked in the Agenda the UE Commission's purpose is making Vocational Education and Training (VET) a “first choice” by enhancing opportunities for VET learners to undertake a work-based learning experience and promoting the visibility of good labour market outcomes of VET.

3.4 Find An Internship WBL Implementation Model

Our model has been designed to facilitate the implementation of WBL for SME's, academic institutions and learners. In this particular case, we will explore how our model could be used under the Erasmus framework.

- Scenario 1: When an organisation is looking to host a group of foreign learners under the Erasmus.
- Scenario 2: When an academic institution (teacher), or youth organisation etc. is looking to send a group of learners to the United-Kingdom for the WBL programme
- Scenario 3: When learners from a partner academic institution contact us directly, as WBL abroad are a compulsory part of their credits.

Our model has been tested and applied efficiently many times. In this case, we will use a dummy organisation called Royal institute from France.

Case studies

“Royal Institute is running Erasmus+ next year for the second time. I have recently asked for students who are interested in doing an internship abroad next summer (July - August) and had a fantastic response. At least 10 students (aged 18+) are interested in doing this in London. So I am looking for an agency to work with as a partner. I need the agency to arrange the work (students will have Europass CVs; I can facilitate Skype interviews) and accommodation (host families???) as well as to work with me to do the necessary documentation (Learning Agreements, Quality Commitments, Europass Mobility document.”

Below is our implementation model:

Find An Internship and Royal Institute Placement Process

Purpose

The purpose of this document is to facilitate the collaboration between Find An Internship (FAI) and Royal Institute.

Find An Internship Services

Find An Internship is responsible for the following:

- Profile Creation
- Cover Letter and CV drafting and/or polishing
- Internship Research Support
- Interview Preparation
- Interview Follow-up
- Accommodation Assistance
- Pickup and Dropoff
- Social Programme
- Goody bag

Find An Internship Obligations

Find An Internship is responsible for the following:

- Screening and interviewing the candidate(s) prior to presenting him/her to the host company for consideration.
- Evaluating the mutual fit between intern and Host Organisation.
- Assisting the intern with finding housing if requested.
- Assisting the intern with acquiring the proper visa, when it is needed.
- Assisting the student with any paperwork that may be required with his/her university.
- Assisting the intern with travel planning to and from the internship destination.
- Providing remote support in case of emergencies.

Internship Duration

The Apprenticeships/internships may have working hours following the host organisation's standard working hours. This is negotiable according to the needs of the Host Organisation, host country legislation, visa requirements, and/or the intern's university or individual requirements.

The student may stay for as little as two weeks or up to six months.

The exact duration and working hours will be defined for each intern in the *Internship Training Plan*. (SEE ANNEX 1)

Internship Requirements

The Internship may:

- Be unpaid or paid as permitted by the host country's laws. If the internship is paid, it must meet National Minimum Wage legislation. If the role is unpaid, it must comply with UK volunteer rights.
- Be for a maximum of 6 months.
- Be for A minimum of 25 hours per week.
- Be a supernumerary position, designed specifically for an intern
- Include complex activities rather than routine tasks, a good level of rotation and clear objectives, backed up with a detailed training plan
- Include sufficient supervision from the employer. In most cases, we look for a full-time staff to intern ratio of at least 5:1

Be at a company that should be registered with Companies House for at least the previous 12 months.

Internship Placement Process

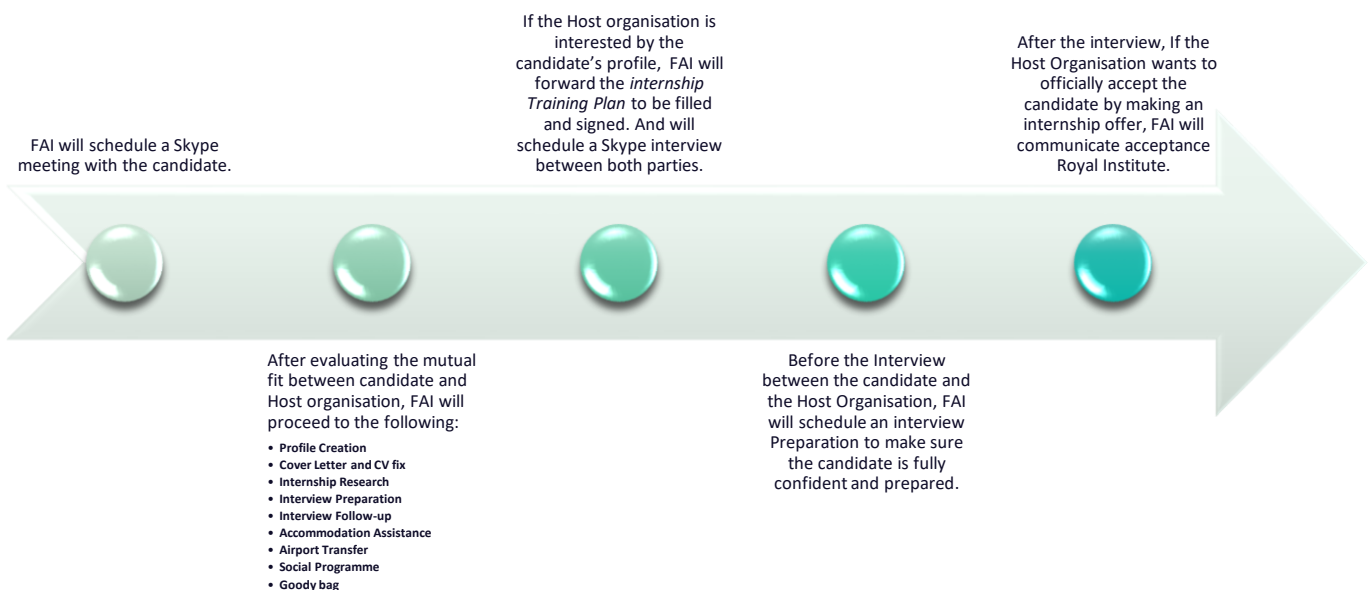
To ensure that Find An Internship, Royal Institute, the intern and the Host Organisation are all on the same page, we must understand the following internship placement process.

Scenario *Royal Institute sends a candidate to FAI (CL&CV) via business@findaninternship.co.uk*

- 1) FAI will schedule a Skype meeting with the candidate.
- 2) After evaluating the mutual fit between candidate and Host organisation, FAI will proceed to the following:

- Profile Creation
- Cover Letter and CV drafting and/or polishing
- Internship Research Support
- Interview Preparation
- Interview Follow-up
- Accommodation Assistance
- Pickup and Dropoff
- Social Programme
- Goody bag

- 3) If the Host organisation is interested in the candidate's profile, FAI will forward the *internship Training Plan* to be filled and signed. And will schedule a Skype interview between both parties.
- 4) Before the Interview between the candidate and the Host Organisation, FAI will schedule an interview Preparation to make sure the candidate is fully confident and prepared.
- 5) After the interview, if the Host Organisation wants to officially accept the candidate by making an internship offer, FAI will communicate acceptance to Royal Institute.
- 6) If the intern accepts the internship offer, FAI will request that the Host Organisation submit the completed and signed *Internship Training Plan* as well as the internship agreement.



Annex to the agreement

An *Internship Training Plan* will be completed on an individual basis for each student/placement, using the templates provided in the annex. This document serves as an internship role description, offer letter and training outline. By completing this before the internship, all parties are clear on what the internship will entail and any university requirements will also be outlined ahead of time.

Each *Internship Training Plan* will include the following information: student's personal data; place of work; names of supervisors; internship working timetable and the total duration of the internship.

Failure to meet the terms of the agreement or its annexes may result in the early termination of the internship by the Host Organisation.

I. THE STUDENT	
Name:	Passport Number:
Nationality:	E-mail:
Date of Birth:	
II. THE HOST ORGANISATION	
Organisation Name:	
Address:	
Telephone:	Website:
Supervisor/Mentor (name and title):	
Supervisor/Mentor e-mail:	
Secondary Point of Contact (Name, title, phone, email):	
Internship Start & End Date:	
Remuneration (if unpaid, input 0): _____	
Working hours: ____ hours/day; from _____ to _____ / from <u>Monday</u> to <u>Friday</u> Total hours: _____	
III. Find An Internship Ltd	
Contact Person: Olivier Gnamian Business Development Manager	
Address: 49 Effra Road London SW2 1BZ	
E-mail: business@findaninternship.co.uk / olivier@findaninternship.co.uk	
Telephone: +447519322841 Website: www.findaninternship.co.uk	
IV. INTERNSHIP TRAINING PLAN (to be completed by the host company supervisor/mentor)	

Brief Description: <i>Title of the role and a short description</i>	
Goals & Objectives: <i>What goals will the intern have to work towards? Will they have a goal per project/phase?</i>	
Responsibilities & Expectations:	
Supervision: <i>How will intern be supervised, ie. Daily/weekly meetings; How will tasks be assigned? How will they be updated on progress and performance; if main supervisor is away, who will supervise?</i>	
Structure: What are the tasks to be performed in phases/projects/weeks?	
Supervisor Signature: signed:	Date

The model above enables transparency between different parties and also allows learners, employers and teachers to monitor progress reports. The model could be adjusted to fit any requirements. Furthermore, it is an effective system to improve WBL implementation.

CHAPTER 4: PRACTICAL SOLUTIONS AND TIPS FOR EFFECTIVE WBL

4.1 Practical Solutions for WBL

The recent growth in work-based learning opportunities has been driven partly by employers' acknowledgement of the role work-based learning plays in addressing skills gap and in developing next-generation talents. In addition, the partnerships between VET providers, schools and businesses provide a technical career pathway for learners that lead to fulfilling and valuable careers. Effective models of work-based learning should include the following:

- **Support entry and advancement in career track:** Effective models of work-based learning provide participants with opportunities to build knowledge, develop skills, and advance in specific career paths. Work-based learning supports the development of both industry-specific technical skills and professional skills, such as communications, teamwork, and problem-solving, valued by nearly all employers^[42].
- **Provide meaningful job tasks that build career skills and knowledge:** Participants in work-based learning must have opportunities to engage in appropriately complex and relevant tasks (i.e., those that are representative of work in a particular industry, rather than general support roles) aligned with participants' career goals. Work-based learning should take place in work environments that support learning by providing appropriate mentoring and supervision. Participants should have opportunities to engage in work-based learning over a sustained period of time in order to ensure that they have adequate opportunity to perform meaningful job tasks^[43].
- **Offer compensation:** Compensating work-based learning participants honours individuals' contributions and helps them remain focused and motivated. In many cases, paying a wage or salary is the most appropriate form of compensation. In some instances, particularly work-based learning opportunities for youth, an honorarium, stipend, or tuition reimbursement may be appropriate^[44].

^[42] <https://files.eric.ed.gov/fulltext/ED567846.pdf>

^[43] National Academy Foundation, "Preparing Youth for Life: the Gold Standards for High School Internships," http://projectmanagement.p21.org/wp-content/uploads/NAF_Internship_Gold_Standards_final.pdf

^[44] Department of Labour Wage and Hour Division, "Fact Sheet #71: Internship Programs Under The Fair Labour Standards Act." Washington, DC: U.S. Department of Labour, 2010, <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

- **Identify target skills and how gains will be validated:** Mutual understanding of the skills to be attained through work-based learning increases its value to both students and employers. Effective approaches to articulating and validating skills include reflective practices that lead to continuous learning and ensure integration with larger learning goals and formal assessments through which participants can demonstrate mastery of job competencies. Individual learning plans that are co-created by students and their supervisors also provide an opportunity to articulate the skills to be attained and to reflect on progress^[45].
- **Reward skill development:** Effective work-based learning models reinforce learning by recognizing and rewarding skills development. Participants who succeed in their initial assignments should be given opportunities to continue to grow through taking on greater responsibility and more challenging tasks. Skills development should also be rewarded through mechanisms such as increased wages and benefits, high school or postsecondary credit, opportunities to transition to permanent employment, and promotions for incumbent workers^[46].
- **Support education institutions entry, persistence and completion:** Supporting higher education attainment through work-based learning requires educators and employers to partner to ensure that academic and work-based learning objectives align. Educators should also develop curricula that provide students with opportunities to reflect on their experiences with work-based learning and the knowledge and skills they acquired^[47].
- **Provide comprehensive learners' supports:** Effective work-based learning incorporates career navigation structures that equip students with the information they need to make informed choices about their careers. These structures might include individualised advising and coaching by industry mentors, career navigators, academic and career advisors, guidance counsellors, and school staff. Students can draw on these career navigation structures to learn about in-demand occupations, required skills and credentials, and wages. Students can also use these structures to develop educational plans that align their career goals with the skills and credentials they attain^[48].

[45] <https://files.eric.ed.gov/fulltext/ED567846.pdf> page 14

[46] <https://files.eric.ed.gov/fulltext/ED567846.pdf> page 15

[47] National Academy Foundation, "Preparing Youth for Life: the Gold Standards for High School Internships," [http:// projectmanagement.p21.org/wp-content/uploads/NAF_Internship_Gold_Standards_final.pdf](http://projectmanagement.p21.org/wp-content/uploads/NAF_Internship_Gold_Standards_final.pdf)

[48] <https://files.eric.ed.gov/fulltext/ED567846.pdf> page 17

4.2 Find An Internship Tips For An Effective WBL

This segment will explore a screening model developed by a partner organisation in the business and professional services sector. In order to avoid recruitment time-wasting and allocating the right learner to the right department and career aspiration, this model has been tested successfully many times. It is called the right Right Fit Challenge (RFC).

Right Fit Challenge

We are a company where people of like-mind and vision, collaborate to accomplish what could not be accomplished separately: contributions to society that go beyond simply making money.

Our people strive to grow and develop, both personally and professionally. In so doing, they contribute to the growth and development of colleagues and clients. At xxx, we strive to create mutually beneficial relationships with our people, our clients, and everyone we come in contact with.

We are a group of passionate and enthusiastic problem-solvers who come from all over the world. The diversity of our educational and cultural backgrounds is a strength that differentiates us and makes us unique. It is a strength that helps us to foster long-lasting and effective relationships with leaders of professional services firms in the UK and around the world. It is a strength that helps us to inspire our clients to grow their businesses responsibly.

We are united in that we are always looking for others who also want to contribute to the development of more responsible businesses and a better world for all.

To ensure that you are the right fit for the organisation, we ask you to complete the following questions so that we can get a better understanding of how you might fit into our organisation.

Please complete the following questions and attach any files in an email with the subject being **Right Fit** and your **First and Last Name**.

1. Please prepare a PowerPoint presentation that describes yourself. Maximum 5 slides. Have fun with this and be as creative as you would like. We may ask you to present this at the next stage, but initially, we would just like you to tell us a bit about yourself so that we can get to know you better.
2. Please tell us how your initiative, creativity, education, skills, and experience will contribute to one or more of the solutions we offer our clients: Actionable Insights, Business Development, Engagement, and Inspirational Purpose.

3. Scenario: A legal company based in London is looking to expand their client list. The majority of their target sector is B2B. They have a list of companies and the relevant departments they would like to target (see below). They are struggling to find the right strategy to approach these prospects.

- BT Group, financial department
- NuStar Energy L.P., legal department
- Colliers International, business development department

As a consultant, what strategy would you advise? Please do research on the right people (include any research and your process that you use to complete this task).

4. Please choose one of the following questions to answer (minimum 500 maximum 1000 words):
 - Tell us about a time when you engaged deeply with a customer or employee to resolve a problem or make an improvement.
 - Tell us about a time when you encountered an ethical dilemma. What did you do? How did you decide the course of action to take?
 - Tell us about a time when you researched and analysed a problem or situation. What data did you use? How did you get the data? What insights did your research and analysis lead you to?
 - Give us an example when you were part of a team. What was your role in the teamwork? How did you contribute to this task group? Were there any issues or strong disagreement among the team members? What did you do?

Satisfaction Survey

This process is usually conducted at the end of the internship. As we mentioned above, an internship could take up to 6 months depending on the agreement between both parties. It is a very important process to interview the learner after their internship in order to evaluate the employer as well as the quality of the Work-Based Learning (WBL).

Satisfaction Survey



NAME: _____ **POSITION:** _____

STARTDATE: _____ **ENDDATE:** _____

TOTAL LENGTH OF INTERNSHIP: _____

1. What did you like the most about your internship?

2. What did you dislike about your internship? (What would you change?)

3. The quality of supervision is important to most people at work. How was your relationship with your manager? (who was your line manager? Did you have a line manager?)

4. Do you feel you had the resources and support necessary to accomplish your job? If not, what was missing?

5. Would you recommend the host company to others as a place to work? Why or why not?

6.	Please rate the following aspects of Find An Internship overall. Use the 1 – 5 scale below.					
		1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
	Recruitment process					
	Communication between you and FAI					
	Concern with quality and excellence of the host company					
	Administrative procedures					
	Interview training					

7. Would you recommend Find An Internship? Why or Why not?

8. How would you rate Find An Internship services?	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Please rate the following aspects of Find An Internship overall. Use the 1 – 5 scale below.					

9. How can FAI improve their services?

10. Overall, what did you achieve in your internship?

Thank you for taking the time out for providing us with some feedback.
“Opening the Door to Your Future”

CHAPTER 5: CONCLUSION

The IMPROVE project aims to promote innovative practices and tools in Vocational Education and Training (VET), to encourage people to consider VET as an important choice in their professional career.

This guide has shown that transferrable skills are highly linked to practical experience. A potential solution to tackle the unemployment faced all over Europe. However, within the educational structures and the learners' peers, VET is relatively perceived as a low level compared to conventional higher education. Furthermore, the biggest challenge was rebranding these perceptions and attitudes towards VET.

Therefore, governments and national educational bodies expressed a desire to address the quality assurance systems in place around VET qualifications, to developing standards for VET teachers /trainers. Moreover, in the study, Work-Based Learning (WBL) has demonstrated many benefits in promoting VET as a solution to create competent learners. As well as, an alternative to closing the following: skills gap (Many people lacking the necessary knowledge to compete in the 21st-century labour market). And the people gap (employers lacking expertise in implementing effective Work-based learning). In addition, the manual has been designed to facilitate stakeholders to develop an understanding of the challenges and good practices involved within the Vocation Education Training (VET) implications of Work-based learning (WBL).

Recommendations

Unanimously, Work-Based Learning plays an important role in developing learners' employability and talent shortage. However, in a pandemic crisis with the Covid-19 outbreak which resulted in a massive decline of many organisations activities across the globe, in order to carry on addressing Vocational Education and Training (VET) promotion, employers, teachers, and learners must adapt to unconventional systems such as Virtual Apprenticeship Training.

Virtual Apprenticeship Training (VAT) could be introduced by stakeholders to tackle the 21st-century labour market. In addition, VAT allows a much wider engagement between employers,

learners, and trainers regardless of their location. It removes barriers and offers employers and trainers access to programmes without traveling requirements. In the case of learners with disabilities or under 18, it offers a professional experience from the comfort of their home under supervision.

Non-withstanding this, VET providers must be aware of VAT strengths and limitations. The table below highlights relevant aspects that VET providers should consider when implementing a VAT practice.

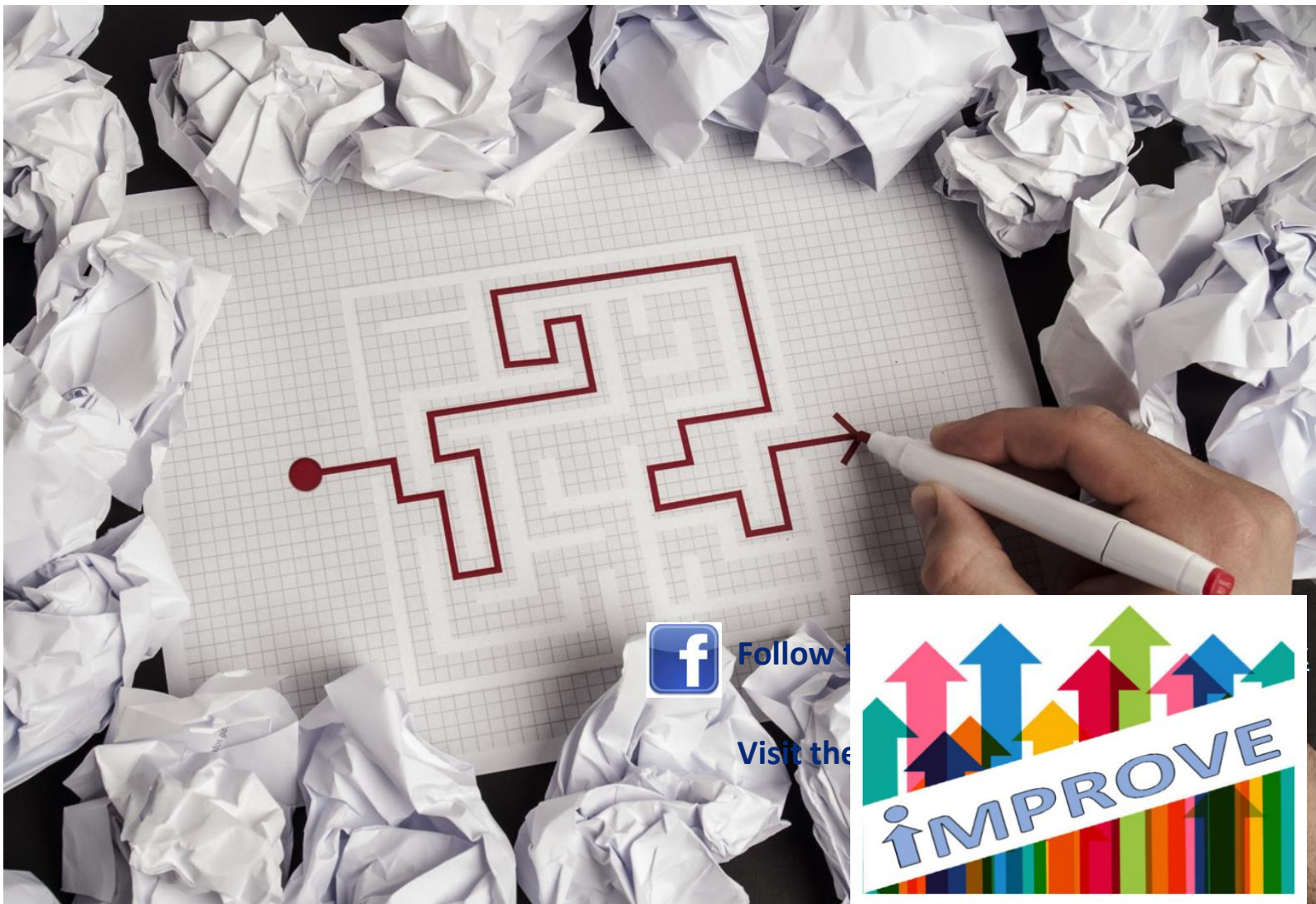
Strengths	Limitations
Convenient: Learner can access learning material or tasks anywhere at anytime	Difficult to teach or assess practical, hand-on skill
Personalised: Learner can learn at his/her own pace, without extra pressure to assimilate knowledge too fast	Lack of direct face to face contact Reduced development of social skills, interpersonal relationships
Structured: Content or tasks can be separated and delivered in progressive units, making it more structured and easy to assimilate	Reduced development of social skills, interpersonal relationships
Cost-efficient: Less need for expenses on travel, accommodation	Learner need to have access to IT equipment and internet
Integration: Easier to introduce other types of WBL such as gamification	Not applicable to all professions
Better data quality about learner: Because tasks can be easily structured, learner progress can be saved on scales, making it easier to quantify how much the learner has improved	Requires higher self-discipline, self-motivation and time-management since

During unprecedented times, such as Covid-19, VET providers must have a good understanding of their learners' characteristics to adapt Work-Based Learning strategies to their needs, consequently mitigating the limitations and maximising the strength of practices such as VAT.

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The partnership:



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

