International Work-Based Learning in Higher Education - May 2023

DIDACTICAL GUIDE

Written by the Erasmus+ i-WOBAL consortium partners:

- University of Deusto (Spain)
- University for Continuing Education Krems (Austria)
- Ostbayerische Technische Hochschule Regensburg (Germany)
- Icam (France)
- Egibide Fundación Diocesanas Jesús Obrero Fundazioa (Spain)
- Centro San Viator (Spain)
- ENAIP Veneto Impresa Sociale (Italy)

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Chapter 1: Introduction to the general context

Work-Based Learning (WBL) is an educational model that has become well established in some European countries and has increased its outreach over the last few decades, albeit unevenly in different countries.

The concept of WBL has traditionally been associated with Vocational Education and Training (VET). It plays an important role in many European educational systems, where it has been extensively used.

In the last few years, the concept of WBL has also been linked to Higher Education (HE). It is considered to be a model for professionalisation, as it strongly aligns the socioeconomic structure with the academic offer. Given the need to create specific training programmes which are adapted to the requirements of the environment and the problem of youth unemployment WBL has become a prominent new model to be developed.

This guide has been created to address the needs we have identified in the current tutoring systems.

The fast-paced changes and the increased complexity of today's world bring new challenges and demands to our education systems. These include not only multilingual competences, an entrepreneurial mindset and critical thinking, but also social and learning-to-learn competences. Within this project, we will provide qualitative and quantitative improvements and benefits for the different actors involved: students, companies and HE institutions.

We have identified that there is poor training provided for both academic and company facilitators, coupled with a lack of commitment, which means that training does not receive the importance that it should. The aim of the i-WOBAL Project (International WBL in HE) is to build an international WBL model based on a Didactical Guide and an Online Training Programme for academic and company facilitators. It will enable the development of an innovative and more effective teaching-learning process that will enhance student employability to match companies' needs, to ensure that students are specifically trained to meet the market's demands. We want to actively involve all stakeholders (companies, HE institutions and students), and show them how high-standard training can play a

major role in employability and it can be a positive experience for each and every one of them.

The Didactical Guide will help both business and academic facilitators to provide students with the best possible training to suit the different needs, skills and competences required by the labour market.

Together with this Didactical Guide, we will also launch the Online School of Facilitators to put its guidelines into practice. Implementing this project internationally will allow us to share the different approaches to WBL found in the participating countries (Austria, France, Germany, Italy and Spain), based on different target groups: Adult learning, people with special education needs (SEN)/learning difficulties, Bachelor Degree students, Master's Degree students and people who are not in employment, education or training (NEETs), with a view to (adapting it to their particular needs.

The international scope of the project will help us to co-create and co-design models and guidelines to improve cooperation between HE institutions and businesses. Our model can be easily adapted to individual needs. It will boost international WBL at all levels, including innovation in education. It will also encourage cooperation and mutual learning, internationalisation, connections and collaboration between HE Institutions and companies. The project will benefit everyone, including students, HE institutions, companies, and society as a whole.

Chapter 2: About the project's partners

The University of Deusto

The University of Deusto (the UD) is an HE institution with over 130 years' experience, founded by the Society of Jesus in 1886. It covers six main fields of study: Business, Law, Psychology & Education, Theology, Social and Human Sciences and Engineering. It aims to educate leaders who can combine a professional, humanist and ethical perspective by offering a full range of undergraduate, postgraduate and continuing education programmes.

Its 6 faculties, located across four campuses (Bilbao, San Sebastian, Vitoria and Madrid), are characterised by their ability to collaborate both internally and externally. The UD offers 28 bachelor's degrees, 12 double degrees, 54 Master's programmes, 12 Executive Master's programmes and 10 doctoral programmes. The University of Deusto is striving for internationalisation. It has signed agreements with more than 900 universities over the world, with a clear commitment to those in Europe, Asia, Africa and Latin America, without excluding other regions. Approximately 1,300 students and more than 50 teaching staff members take part in mobility programmes every year. The faculties are also involved in European programmes. The UD has developed extensive experience in project management since 1989.

The UD has delivered excellence in education for decades, and has secured a leading position internationally. In keeping with its institutional policy, the UD has focused on creating international networks and projects, which have become increasingly important and enhanced the university's prestige. This offers a wide range of advantages, such as creating opportunities to share experiences and promoting research, teaching and management synergies. These initiatives boost exchanges between students, faculty and administration and services staff, creating an ideal environment to build and implement international projects.

University for Continuing Education Krems

The University for Continuing Education Krems (UWK) is the leading public university for continuing education in Europe. Relying on its expertise in teaching and research, it works to overcome societal challenges. As a university for continuing education, they specialise in enhancing the qualifications of working professionals. The strength of UWK is providing university courses that keep pace with the times and are aimed at meeting current and future societal challenges. One of its core competence areas is continuing education. The University for Continuing Education Krems is a leading public university for continuing education research and teaching in Europe.

The teaching and research expertise of the university addresses major societal challenges. As the university states on its website: 'As a university for continuing education, we specialise in enhancing the qualifications of working professionals. The strength of University for Continuing Education Krems is providing university courses that keep pace with the times and are oriented toward current and future societal challenges. Approximately 8,000 students are currently enrolled in University for Continuing Education Krems, more than 27,000 have already completed their studies successfully'.

Research at the University for Continuing Education Krems is centred around contemporary and future challenges faced by society. In a transdisciplinary context, they build bridges between basic research and practice-oriented applications, between individual disciplines, and in particular, with society. The University for Continuing Education Krems combines ongoing innovation in teaching and research to the highest standards and holds the seal of quality of the Austrian Agency for Quality Assurance and Accreditation (AQ Austria).

Ostbayerische Technische Hochschule Regensburg (OTH Regensburg)

Established in 1971, OTH Regensburg began as a college focused on engineering, business studies and social services. Today, it has been recognised as one of the largest applied sciences universities in Bavaria.

Key facts and figures:

- As of the summer semester of 2022, OTH Regensburg has over 10,000 students enrolled.
- The staff comprises 235 lecturers and professors and 719 non-teaching staff (as of the summer semester of 2022).
- The university offers 28 Bachelor's Degrees, 20 Master's Degrees, four part-time Bachelor's Degrees, and five continuing education Master's Degree programmes (as of the winter semester of 2021/2022).

The faculties of OTH Regensburg include:

- Applied Natural Sciences and Cultural Studies
- Architecture
- Civil Engineering
- Business Studies
- Electrical Engineering and Information Technology
- Computer Science and Mathematics
- Mechanical Engineering
- Applied Social and Health Care Sciences

OTH Regensburg emphasises high-quality teaching and research, providing students with a solid foundation for success. It boasts modern facilities, such as 120 state-of-the-art laboratories and an award-winning library on an attractive campus, supporting students in their academic pursuits.

Areas of expertise at OTH Regensburg include energy & mobility, information & communication, life sciences & ethics, production & systems, and building & infrastructure. These fields are interconnected through expertise in sensor technology and digitalisation.

Renowned for its excellence in applied research, OTH Regensburg is part of an active network of approximately 150 industry partners. Collaborative applied research is conducted across various fields, including renewable energy, sensor technology, mechatronics, bioengineering, computer sciences and automotive engineering. Furthermore, OTH Regensburg has established around 200 partnerships with universities worldwide, including partner institutions in Australia.

Icam (Institut Catholique d'Arts et Métiers)

Founded by two prominent manufacturers in Lille in 1898, the Icam group is composed of 11 engineering campuses in France and other countries. Icam Ouest is a member of the Icam group and brings together 3 of the 7 campuses in France (Nantes, created in 1988, La Roche sur Yon, created in 1995 and Vannes, created in 2001). Icam has 8,000 students, 20,000 alumni and 800 permanent employees globally. At Icam Ouest we have 1,240 students and 127 permanent employees.

Icam has had an international presence since the 2000s, thanks to the opening of new campuses in collaboration with universities in Cameroon, India, Republic of

Congo, Democratic Republic of Congo, Brazil and Ecuador, and to a large number of cooperation agreements entered into with 60 partner universities in 21 countries. These are related to exchange programmes, double degrees, and scientific and academic partnerships. Moreover, Icam has gained extensive experience in European and international project management in mobility, transnational and research cooperation, as both a project coordinator and a partner (Erasmus+, Horizon2020, Campus France, Agence Française de Développement - AFD, European Regional Development Fund - ERDF, European Social Fund - ESF, Interreg, etc.).

Icam is also a leader in IAJES, an international collaborative network between universities that offer engineering programmes. Therefore, Icam has extensive pedagogical experience in intercultural settings and strong links to companies, which enable it to 'think globally and act locally'. As a 'Grande Ecole française', Icam delivers Engineering Degrees (at Master's level). Icam is accredited by the CTI (Commission des Titres d'Ingénieur) and certified as an EESPIG institution (Private Higher Education Institution Working for the General Interest, granted by the Ministry for Higher Education and Research).

Icam is also a member of the CGE (Conférence des Grandes Ecoles). Icam trains students in (multi-disciplinary) General Engineering, mainly to work in the manufacturing sector, although they are highly versatile and can adapt to other sectors. The major areas of knowledge are Mechanical Engineering, Materials Science, Industrial Engineering, Electrical Engineering and Computer Science, as well as Social Sciences and Management.

Fundación Diocesanas Jesús Obrero Fundazioa

Egibide resulted from the merge of two educational organisations that were born in the 1940s in the city of Vitoria-Gasteiz: Diocesanas (1942) and Jesús Obrero (1945). In 2012 both institutions formed a single organisation under the legal name of 'Fundación Diocesanas--Jesús Obrero Fundazioa'. It is a leading educational light in

the province of Alava with solid leadership in the Vocational Training Education sector.

EGIBIDE's 450 educators train more than 7,000 students, and has become the largest educational institution in the country. EGIBIDE is a Christian social educational organisation that offers Secondary Education, Baccalaureate and Vocational Training, with the objective of educating conscious, competent, compassionate and committed people.

This non-profit Institution, inspired by Christian humanism and the social doctrine of the Catholic Church, has the following aims:

(1) Promoting, creating and leading mainly Vocational Training and Secondary Education institutions, in various degrees and areas, paying special attention to the humanist and Christian dimension. However, no degree or type of teaching is excluded if the Board of Trustees consider it suitable.

(2) Promoting the implementation of educational programmes related to industrial, professional and commercial activities to contribute to the development of the economy and job creation.

(3) Contributing to a form of Vocational Training specifically designed for research, development and innovation.

(4) Strengthening the relationship between learning and surrounding businesses in order to stimulate students' employment and promote regional companies' competitiveness.

(5) Easing the social and work integration of young people at risk of social exclusion or with employability difficulties through Technical Vocational Training adapted to their characteristics.

Centro San Viator

The Centro San Viator (CSV) was founded in 1953 in the region of Encartaciones, in the province of Biscay (Basque Country), in a rural area where job opportunities are usually based around agriculture and livestock. Located in a mountainous area with a rugged landscape, terrestrial communications pose a number of difficulties that accentuate the lack of opportunities for the residents of the region.

The Centro San Viator (VET) educational offering ranges from Nursery to Basic Vocational Training (EQF 3), Middle Grade Vocational Training (EQF 4) and Higher Level Vocational Training (EQF 5) to meet the needs of more than 1000 students, with a staff of about 90 professionals. The VET provides courses in Retail, Car Mechanics, Mechanisation, Electronics-Electricity, Child Education and Geriatrics. The Centro San Viator offers courses for unemployed people, in order to address the high unemployment levels in this region. In addition to these courses, they provide training for active workers.

The CSV is an educational institution with a strong social character and the objective to help people who have fewer opportunities and are at risk of social exclusion. Centro San Viator receives about 150 students a year who have been failed by the traditional educational system. They also have 5 classrooms with about 60 young students (aged 16-20) with low or medium disabilities. The CSV even has a special department focusing on projects that ease the inclusion of different groups who are excluded or at risk of exclusion. They provide tailor-made training courses to increase the employability of these groups. The CSV is also accredited with the Erasmus Charter for Higher Education and the Erasmus+ VET Mobility Charter.

ENAIP Veneto Impresa Sociale

Founded in 1951, ENAIP Veneto is a social enterprise operating in the vocational training field. It serves about 4,500 pupils and 2,200 adults every year, it is one of the main organisations operating in the VET sector in Italy, both at a regional and national level. With 18 training centres and 320 permanent employees (+ 530 external collaborators), ENAIP Veneto I.S.'s mission is to enhance professional development and social integration by providing both young people and adults with technical and soft skills, and helping them to connect with the labour market.

Together with ENAIP Piemonte, ENAIP Lombardia, ENAIP Friuli Venezia Giulia and ENAIP Emilia Romagna, ENAIP Veneto is part of ENAIP NET, a consortium dealing with the development of national and transnational cooperation, innovation, research and improvement of good practices in the vocational training sector. Within this network, ENAIP VENETO is in charge of the International Development Area.

ENAIP Veneto is also involved in the international community by working in strict collaboration with EVTA (European Vocational Education and Training Association), EVBB (Europäische Verband Beruflicher Bildungsträger) and EfVET (European Forum for Vocational Education & Training).

It has also been a member of ALDA (European Association for Local Democracy) since 2017. ALDA's main aim is to promote good governance and citizen participation at a local level in Europe and its neighbouring areas. ENAIP Veneto actively participates in the initiatives and activities carried out by the LLLP (Lifelong Learning Platform) and the EAfA (European Alliance for Apprenticeship).

ENAIP has great expertise in NEETS (Not in Employment, Education or Training, age 18-29). It has experience working with this target group and developing training courses paired with WBL experiences, as this has been shown to help these kinds of students become reacquainted with educational opportunities. These young people often require extra support from an academic facilitator and a company facilitator, as they are quite fragile; a training path for facilitators has therefore been created to assist them in fulfilling their goals.

Chapter 3: Overview and goal of the guide

The goal of this guide is to provide advice to integrate the different circumstances found in WBL in different countries (Austria, France, Germany, Italy and Spain), and to adapt the training given to facilitators in order to provide a genuine and successful work experience for students.

This guide is intended to inspire you to adapt the suggested model to the specific requirements of your context and culture.

This didactical guide is:

- A consolidated overview that promotes aligned roles and responsibilities for all facilitators involved before, during, and after WBL engagements. The countries involved in the project understand the roles in different ways and establish different responsibilities. The term 'Company and Academic facilitators' refers to a general role, but in some models there are more

specific roles involved in the process.

- A comprehensive summary of the process to promote satisfactory development in dual education within your cultural environment, including some good practices and additional material from WBL engagements of all kinds.
- A compilation as a blueprint and starting point.

How this didactical guide is intended to be used:

- Screening of this didactical guide in advance of a WBL engagement.
- Accompanying guide alongside WBL engagements (on the job).
- Guidance to be gauged along the spectrum of WBL engagements, ranging from short-term, focused engagements (internships) to long-term extensive engagements (dual study programmes).

The Didactical Guide is designed by and for WBL Facilitators. We have made an analysis based on our expertise in WBL within each country and for a specific target group. Based on this evaluation, we have created this common guide.

This guide includes methodology and training materials and different working methods used for international WBL in HE. The goal of this guide will be to provide advice to include the different circumstances experienced in WBL for each of the participant countries (Austria, France, Germany, Italy and Spain), and to adapt the training of facilitators to ensure that students can have a genuinely successful and realistic work experience. This will benefit all the stakeholders involved.

There is a real need to develop this model further and adjust it to the current working situation. WBL is closely associated with 'innovation'. Innovation may be defined, or at least approached, as a process, where knowledge is being used for the purpose of a new application and where new knowledge is also being created. One interpretation here is that the overlapping of interdisciplinarity (the networking of different disciplines) and trans-disciplinarity (interdisciplinarity in the context of application, a networking of academia and practice) support the creation and performance of innovation.

The challenge, then, is for innovation to be seen also as something that requires competence or a set of competences which can be taught, can be trained, and therefore, incorporated into the didactic process.

'T' competences refer to the combination of 'vertical disciplinarity' and 'horizontal interdisciplinarity'. Ultimately this also involves developing a pedagogy of and for innovation. Based on this guide, we will be able to develop an Online School of Facilitators that will eventually be adapted to the specific needs and circumstances of each organisation.

This guide will be key to integrating different international WBL situations and to produce an Online Course for the training of both academic and company facilitators.

Taking the guide as a starting point, we will create a course that will be hosted on an online learning platform (LMS - Learning management system). The guide will entail research and production, both of them implemented by the partners (with their previous background experience in WBL) and it will be hosted on a standard learning management system such as Moodle.

Chapter 4: 5 target groups for this guide

We will focus on 5 different target groups that have been identified within the participant institutions: Adult learning, People with SEN (Special Education Needs)/learning difficulties, Bachelor's Degree Students, Master's Degree Students and NEETs.

4.1. Adult learning:

Adult learners are rather pragmatic. They are a very distinct group, so no two individuals are alike because of their previous learning experiences both inside and outside institutions. Adult learners are seen as autonomous, independent and self-directed learners, which means that they can deal with content in very different and elaborate ways. Their learning is usually goal-oriented and aimed at results, relevance, and practical applications, because they usually start a learning process for a specific purpose. They want to achieve something, to further their knowledge, either for their personal or their professional life.

Adult learners' strength lies in their motivation. They are voluntary learners, and their motivation is often intrinsic, i.e., they are personally interested in the subject. However, extrinsic motivation such as an expected increase in salary or additional bonus might be an important motivation in the professional context as well.

Obviously, before committing to training, they thoroughly analyse the labour market and have their professional projects validated (by their company, funding source, professional body, others…).

Adult learners usually want to know the implications and benefits of any future training they become engaged in. They are also often more autonomous and motivated in the learning process than other groups. That's why 'learning' should meet their real, specific needs in a fast and efficient manner.

The advantage of this target group is that they may already have some professional experience, and also know how to draw on their experience when they are learning for their future job.

4.2. People with SEN (special education needs)/learning difficulties:

These are individuals with their own particularities who have long-term physical, mental, intellectual or sensory impairments. When they come into contact with various barriers, this may hinder their full and effective participation in society on an equal basis with others.

Depending on the specific disability, their strengths and weaknesses could vary widely (sensorial, physical, etc.) They are always monitored by specialist disability advisers.

Sometimes, learners are aware of their handicaps and communicate their difficulties. It is very important to consider the situations resulting from each specific disability.

Often the person with SEN/learning difficulties knows their limits. This information has to be taken into account to schedule theoretical and practical tests if necessary.

They will not be able to do certain jobs, and for other jobs, the workplace will have to be adapted. This is a highly important point concerning WBL, as part of the time the training will be carried out at the workplace.

Job adaptations allow people with special education needs/learning difficulties to join companies and even to progress to managerial positions.

Disability should be taken care of appropriately and not be considered an obstacle for a career in the labour market.

4.3. Bachelor's degree students:

These students have sufficient personal and professional skills to successfully complete a WBL training model in which they must simultaneously attend classes at a training institution and work at a company. They show personal strengths in skills like reading, mathematics, and science. There are some sub-groups depending on where they obtained their qualification to enter the Bachelor's programme. They might have little professional experience (if they access the degree after completing their general secondary education) or they might have specific skills depending on the prior vocational training (if they passed a VET and completed a vocational upper secondary education programme).

4.4. Master's degree students:

These students have a good academic record, which has enabled them to enter a Master's Degree programme. It is normally a personal choice to study for a Master's degree, and those who do so are motivated to succeed and make the most of their study time. They are usually open-minded, interested in science and technology, and in other cultures.

On the professional side (except for adults who are returning to university), these students have limited professional experience when they enter the Master's programme (usually some internship periods in companies during their Bachelor's degree years). However, they may still have skills and competences to offer to companies and to engage in research work and internships at Master's degree level.

4.5. NEETs: (Not in Employment, Education or Training).

Young people who are neither in employment nor in education or training are at risk of becoming socially excluded (individuals with income below the poverty line) and lacking the skills to improve their economic situation.

These young people often require additional support from an academic facilitator and a company facilitator, as they are quite fragile; therefore, a training path for facilitators has been created to assist them in fulfilling their goals. NEETs have no particular vocational skills, as they do not have a specific occupation after leaving school. However, most have solid informal computer/social media and online competence, due to the high number of hours spent using multimedia devices.

Chapter 5: Basic concepts

1. **Skills:** '… skills are the ability and capacity to carry out processes and to be able to use one's knowledge in a responsible way to achieve a goal. Skills are part of a holistic concept of competency, involving the mobilisation of knowledge, skills, attitudes and values to meet complex demands' (OECD, 2021, p. 4). *Future skills* refer to future requirements of labour markets.
2. **Competences:** *Competences* can be understood in terms of 'meta-skills', which are *enhancing* the complex application, reflection and further development (learning) of skills.
3. **Competencies:** Should a distinction be drawn between competences and *competencies*, then competencies may be regarded as the *ability* to use skills and competences (meta-skills), but also as the ability to reflect on and develop further skills and competences (meta-skills).
4. **Dual Education (in higher education):** Dual Education focuses on (higher) education systems (academic sectors) and encourages the *employability of graduates*. One idea of Dual Education is to study and work *simultaneously*. *Dual Education intends to enhance skills (and competences and competencies) in ways so that the development of students and graduates is being supported while they engage in labour markets, so that WBL is progressing among students and graduates.* Skill enhancement refers to current and future requirements of labour markets. Dual Education contributes to *innovation*. There are various opportunities for organisational and institutional arrangements for Dual Education (in higher education).
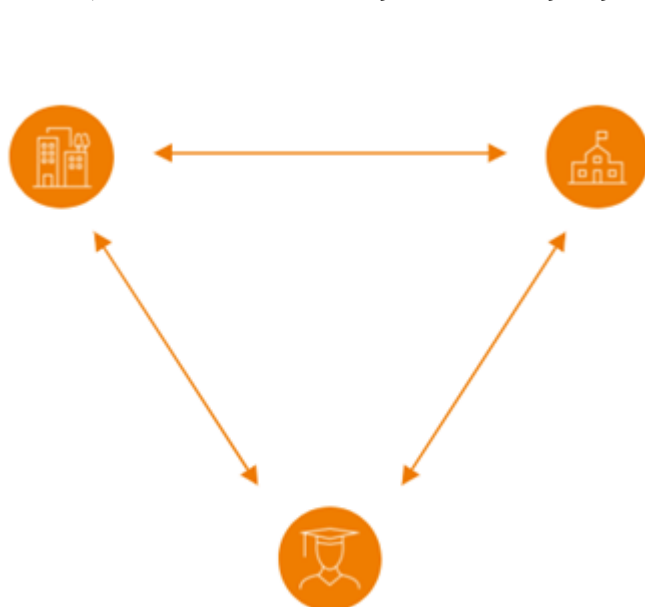
5. **Work-Based Learning (WBL):** WBL focuses on the economy (and society). WBL addresses all processes and forms of learning in the labour markets and work environments. *Students and graduates of Dual Education are being supported in the enhancement of their skills (and competences and competencies) in ways so that they can engage in WBL, which further develops their skills.* This adds to *innovation.* WBL in the labour markets complements Dual Education in (higher) education.

6. **Academic facilitator:** The academic facilitator is a person based in the academic organisation. As an academic organisation qualifies any higher education institution (or sub-institution). *The academic facilitator supports the students and graduates throughout their Dual Education studies from the academic side.* They liaise with companies (or other organisations involved), and reflect on whether a *WBL is effectively operating for students (graduates). This involves verifying that skills and competences (competencies) of students and graduates are developed in ways that they can be applied in practice.* They liaise with the academic organisation, deal with whether (and how) the Dual Education programme must be adapted, and how the Dual Education programme can be developed further (for example, the curriculum, teaching and pedagogy). *These are to be seen as continuous processes that feed into academic innovations.* The *academic facilitator (facilitating academic innovation)* is in regular contact with the company facilitator. Specific skills and competences (competencies) are required of the academic facilitator.

7. **Company facilitator:** Company facilitators are based in the partnering company - and assess any firm or organisation that could provide work placements . *The company facilitator supports students and graduates throughout their Dual Education studies (and possibly thereafter) in the specific (practical) working environment within the company. They focus on ensuring that students (graduates) can apply and develop their skills and competences (competencies) further and ensure that 'WBL' is really taking place. This requires continuously reflecting on the experiences of and in work practice.* They liaise with the cooperating academic organisation, see if and how the Dual Education programme must be adapted, and how (in terms of a continuous process) the Dual Education programme can be developed further (for example, with a focus on the skills and competences to be enhanced for the students and graduates). *They communicate their reflections on the placement with the 'hosting company' and seek opportunities for innovation.* The *company facilitator (facilitating company innovation)* is in regular contact with

the academic facilitator, Specific skills and competences (competencies) are required of company facilitators.

8. **Learning (more generally framed):** Learning involves acquiring new competences. *Learning is a process whereby further skills, competences and competencies are developed.* Experience is a vital resource to do so. This requires that skills and competences be continuously reflected upon. *Learning in the context of 'WBL' means that skills and competences (competencies) are truly developed further in such ways that the performance of students and graduates in the labour markets in fact improves.* Innovation is not only a goal, but an actual achievement. In these cases, they are actually involved in 'learning to learn'.

Chapter 6: Implications and role map

The didactical guide explores the relationships between the actors involved and the implications for the teaching and learning process. The role map can be represented as a triangle which highlights the interactions and interconnections between the partners.

The **Host Institution** is the subject (company, firm, office, association…) where the 'work' part of the teaching process takes place. Here, the **company facilitator** will be the contact person for students during their work experience and will also act as a link to the academic institution regarding administrative issues.

The **Academic Institution** (school, VET provider, HE institution) where students engage in the traditional part of their

training course. Coordinating the implementation of this part of the training will be the responsibility of the **academic facilitator**.

The **Student** can be considered to be the vertex of the WBL triangle: the other two actors seek to create the most effective environment to ensure high-quality learning, combining theoretical and applied technical features.

Another important role is that of the person responsible for the educational path of the student. This role can lead the entire process and guarantee a consistent implementation of the WBL training course, while also facilitating the interaction between the stakeholders.

According to the experience of the partners, the **Academic Institution,** represented by the **Academic Facilitator,** will take a leading role**.** The academic facilitator should be supported in this role by a trained team of other tutors/facilitators and administrative personnel in drafting all the documentation and ensuring a successful and fruitful WBL experience for both parties (the student and the company), also with a view to a possible job placement.

6.1. Envisaged tasks and activities to be performed by the different partners:

The Higher Education Institution:

- Appoints one or more academic facilitators.
- Appoints a WBL team for managing all the administrative aspects of the training opportunity.
- Creates and constantly implements a database with the possible host institutions to be involved, the level of engagement and the possible relationship with the various training sectors of the institution.
- Organises periodical meetings with the company facilitator during the WBL period, to monitor the ongoing training experience.
- Organises periodical feedback sessions with the WBL students.

- Creates a WBL starter pack with all the information on the WBL opportunity and the required documentation needed, to be delivered to the students and also to the host institution.

The Company/Host Institution:

- Appoints one or more company facilitators to manage and supervise the students during their WBL experience.
- Establishes a WBL team for managing the administrative aspects of the experience.
- Plans a potential training path for students.
- Actively participates in periodical meetings with the academic facilitator at the different stages of the process (before, during and after the WBL experience).

The Student:

- Accepts the conditions, activities, tasks and responsibilities that are part of the WBL experience.
- Commits to regularly attend the workplace and to follow the instructions given by the facilitator precisely.
- Prepares the final deliverable(s) stipulated by the WBL experience.

Chapter 7: The role of the facilitators

7.1 The facilitator's objectives

The facilitator's first objective is to support the student during the selected training pathway, based on a sound knowledge of the given work context and the main characteristics of the particular types of target groups involved in

the training, e.g., psychological and physical characteristics of the users, previous work experience or specific personal situations.

Successful WBL facilitation can be defined as the process of creating an environment that supports and enhances student learning, and enables students to achieve their goals and objectives.

Key components of successful WBL facilitation include:

- **Clear learning goals and objectives** that are aligned with the needs and expectations of both students and employers.
- **Effective communication** between students, employers and facilitators, to ensure that everyone is on the same path and students receive the assistance and guidance they need to succeed.
- **Student-centred approach**, in which students are empowered to take ownership of their learning and are given the tools and resources they need for a successful experience.
- **A flexible approach**, in which facilitators are able to adapt to the changing needs of students, employers and the workplace.
- **A supportive work environment**, in which students feel valued and respected, and receive constructive feedback and coaching.
- **Collaboration** between students, employers and facilitators, to ensure that everyone is working together towards a common goal.

Successful facilitation involves walking alongside learners in their training process so that they can obtain the certificate that will validate the knowledge, skills and competencies targeted. It also means ensuring that learners take full advantage of their training and build a personal and professional identity.

7.2 The specific roles of the academic facilitator

In WBL, the specific role of an academic facilitator is to support students in acquiring the knowledge and skills required to succeed in their chosen field.

The objectives can be divided into three phases: before, during and after WBL.

Before WBL:
Before WBL, it is important for academic facilitators to be aware of the circumstances in which WBL will be carried out, to manage the students' application processes and prepare students' engagement.

➔ Academic facilitators play a crucial role in the education and training

process. It is important that they have a clear understanding of the objectives of the training programme in order to provide learners with effective guidance and support. In particular, academic facilitators should have knowledge of the **objectives of the training programme,** which includes a clear understanding of the goals, outcomes and expectations, as well as the skills and knowledge that learners are expected to gain from the programme.

➔ Academic facilitators should have strong knowledge of the **applicable legal framework** and the **internal procedures and processes** involved in WBL. They should also be familiar with the **methods used to deliver** the training, including lectures, discussions, hands-on activities and online learning resources. Knowledge of **assessment methods** used in the programme, such as exams, projects and assignments, are important in order to provide guidance on how to prepare for these assessments. The academic facilitator should have a comprehensive understanding of the **curriculum**, including the topics covered, the learning outcomes, and the pacing of the programme.

➔ The main responsibilities of an academic facilitator in this phase are:

- **Supporting student integration**: The academic facilitator supports student integration into the workplace by helping them to understand the expectations and requirements of their role, and by providing them with the tools and resources they need to succeed.

- **Facilitating student-employer interactions**: The academic facilitator enables interactions between students and their employers, ensuring that the students receive the guidance and support they need to have a successful WBL experience.

- **Developing learning plans**: The academic facilitator works with students to develop learning plans that outline their goals, objectives, and strategies for success in the workplace.

- **Providing feedback and coaching**: The academic facilitator provides ongoing feedback and coaching to students, helping them to understand their strengths and weaknesses, and to improve their performance.

During WBL:

During WBL it is important for the academic facilitator to supervise and facilitate the daily activities of the WBL engagement and to define regular feedback cycles.

➔ An academic facilitator plays an important role in **supporting learners as they develop and implement their personal and professional projects**.

  The academic facilitator acts as a mentor and coach, and provides guidance, resources and feedback to help learners achieve their goals. The academic facilitator works with the learner to identify their individual needs and goals, and to devise a personalised plan for project development and implementation during the WBL process. This may involve providing guidance on project design, setting realistic milestones and identifying the resources and support needed to successfully complete the project.

  Throughout the project development and implementation process, the academic facilitator serves as a sounding board for the learner, offering feedback and support as needed. They may also provide resources, such as research materials, templates or connections with industry experts, to help the learner achieve their goals. The academic facilitator helps the learner to assess their progress, identify areas for improvement and make any necessary modifications to the project plan. They also provide guidance on how to present and communicate the results of the project to a wider audience.

➔ One of the main responsibilities during WBL is to **monitor student progress**: The academic facilitator monitors student progress, ensuring that they are on track to achieve their learning goals and objectives.

➔ An academic facilitator is responsible for **ensuring a positive and effective relationship between the learner and the various actors** involved in the training institution, such as trainers, the director of studies and promotion. This may involve facilitating communication, resolving conflicts, and providing support and resources to both learners and other actors.

  The goal of an academic facilitator is to create a supportive learning environment that promotes student success and satisfaction. They help students navigate the complexities of the academic environment,

such as course requirements, academic policies and procedures, and provide guidance and resources to help students achieve their academic goals.

➜ An academic facilitator helps learners to organise themselves on a daily basis by providing support in the following areas:

- **Working methods:** The academic facilitator can help learners to develop effective study habits and working methods that are best suited to their individual needs and learning styles.
- **Regularity of effort:** The academic facilitator can encourage learners to maintain regularity in their effort, by setting achievable goals and helping learners to prioritise their tasks and schedules.
- **Motivation:** The academic facilitator can provide motivation by setting achievable goals, recognising learners' achievements and helping learners to maintain a positive outlook and approach to their studies.
- **Time management:** The academic facilitator can help learners to manage their time effectively, by assisting with the creation of a daily schedule, prioritising tasks and helping learners to avoid distractions and procrastination.

After WBL:

After WBL it is the task of the academic facilitator to oversee the production of the final WBL deliverables and to assess the WBL experiences.

➜ An academic facilitator plays a crucial role in **planning and conducting review periods**. Their primary responsibility is to ensure that the review period is aligned with the objectives of the training institution and the learners.
This involves developing a comprehensive review plan that takes into account the specific goals and outcomes of the review period, as well as the resources, tools and activities needed to achieve those goals.
During the review period, the academic facilitator will work closely with trainers and other relevant actors to monitor progress, provide feedback and support and address any issues that may arise. They will

also assess the effectiveness of the review period and make any necessary modifications to the plan to ensure that the objectives are met.

The academic facilitator also helps to evaluate the results of the review and identify areas for improvement. They provide the training institution with recommendations on how to improve the review process and ensure that the assessment period continues to be aligned with the objectives of the training institution and the learners. Overall, the role of an academic facilitator in planning and conducting review periods is essential in ensuring the success and effectiveness of the training institution.

➔ The role of an academic facilitator in **exchanging information about the acquisition of skills taught during a training course** is to provide support and guidance to learners in their development and refinement of these skills.

This involves regular communication with learners to assess their progress, identify areas of difficulty and provide feedback and coaching to help them improve their skills. The academic facilitator also works closely with trainers to exchange information about learners' skill acquisition and provide feedback on the trainers' teaching methods and approaches. This helps to ensure that the training course is effectively meeting the learners' needs and that the skills taught are properly acquired. The academic facilitator may organise workshops, mentoring sessions or other opportunities for learners to practise and demonstrate their skills. They may also provide resources and materials to help learners improve their skills and provide guidance on how to apply their skills in real-world scenarios.

➔ One of the main responsibilities in this phase is assessing **student learning:** The academic facilitator assesses student learning by evaluating their performance in the workplace and providing feedback and guidance to help them improve.

7.3 The specific roles of the company facilitator

In WBL, the specific role of a company facilitator is to support the smooth incorporation of students into the workplace and to provide them with the resources and support they need to succeed in their WBL experience.

The objectives can be divided into three phases: before, during and after WBL.

Before WBL:
Before WBL it is important for company facilitators to be aware of the circumstances and conditions under which the WBL will be carried out, and to manage the students' application processes. They need to know about the internal procedures and the legal framework applicable to the WBL and prepare the students' engagement.

The company facilitator's main responsibilities in this context include:

➔ **Providing workplace orientation**: The company facilitator provides students with workplace guidance, and helps them to understand the expectations and requirements of their role, and to familiarise themselves with the company's policies, procedures and culture.

➔ **Liaising between the academic institution and the company:** company facilitators play an important role, as they liaise between the training institution and the company. The company facilitator works closely with the training institution to ensure that the training programmes are aligned with the company's needs and goals.
During the training period, the company facilitator may accompany the students on site visits or participate in exchange programmes, providing a unique opportunity to share knowledge and best practices. The company facilitator also helps to facilitate cross-vision discussions between the company and the training institution, promoting a collaborative and open exchange of ideas and feedback. This helps to ensure that the training programmes are continuously improving and providing value to both the trainees and the company. The company facilitator also helps to provide the transfer of learning back to the workplace, ensuring that the skills and knowledge gained during the training programme are put into practice.

➔ **Supporting student integration**: The company facilitator supports student integration into the workplace by providing guidance and support to help them succeed in their WBL experience. This may, for example, be implemented by providing **an induction course**. The company facilitator is responsible for creating a supportive and welcoming environment for the new employees and helping them to feel comfortable and confident in their new role.

The induction course to be provided by the company facilitator shall cover a range of topics, including the company culture and values, the organisation and structure of the company, and the processes, procedures and systems used by the company. The history of the company, its areas of business, the company strategy and competitors shall be addressed. The course is designed to provide new employees with a comprehensive understanding of the company and to help them feel confident in their new role. The company facilitator acts as a mentor and coach, providing guidance, support and feedback to help the new employees adjust to their new role. They may also provide opportunities for the new employees to network with other members of the company and to ask questions and seek guidance as needed.

➔ **Facilitating student-employer interactions**: The company facilitator enables interactions between students and their employers, ensuring that students receive the support and guidance they need to succeed in the workplace. The company facilitator works closely with other members of the company, including managers and trainers, to ensure that the new employees receive the support and resources they need to be successful in their new role. This is especially important in the initial induction process.

During WBL:

During WBL it is important to supervise and facilitate the daily development of the WBL engagement and to define regular feedback cycles.

➔ **Give meaning to actions:** A company facilitator helps employees understand 'what for' and 'why' they are working on a particular project

or assignment. By communicating the purpose and goals of the project, the company facilitator brings employees' efforts in alignment with the overall objectives of the company. Additionally, the company facilitator helps employees understand 'where they are going' by defining clear and achievable milestones, providing regular updates on progress and guiding the team towards the desired outcome.

In short, a company facilitator acts as a guide, coach and motivator to help employees stay focused, engaged and aligned with the company's mission and goals. A company facilitator is responsible for **making the link between the teachings and values of the company and the daily actions and decisions** of its employees. This means that the company facilitator helps employees understand how their work aligns with the company's mission, vision, and values, and how their contributions support the company's overall goals. By establishing this connection, the company facilitator helps employees feel a sense of purpose and belonging, and ensures that their actions are consistent with the company's culture and teachings. Additionally, the company facilitator may provide training and support to help employees develop the skills and knowledge necessary to make their actions consistent with the company's teachings.

➔ **Promote the learners' dynamics by encouraging them to take responsibility for themselves**: The company facilitator works with the learners to identify their strengths and weaknesses, to set learning and development goals, and to create a personalised learning plan. They help the learners to take ownership of their learning, encouraging them to take an active role in seeking out resources, opportunities and feedback.

Throughout the learning process, the company facilitator provides ongoing support and guidance, helping learners to reflect on their progress and to identify areas for improvement. They may also provide opportunities for learners to apply what they have learnt, to work on real-world projects and to receive feedback from their peers and mentors. By empowering the learners to take responsibility for their own development, the company facilitator helps to build their

confidence, skills and knowledge, and to support their long-term growth and success.

➔ **Providing workplace resources**: The company facilitator provides students with the resources they need to succeed in the workplace, including equipment, supplies and access to training and development opportunities.

A company facilitator plays a multi-faceted role in **supporting the development and performance of teams, services and departments** within an organisation. At each level, the company facilitator's role is to ease communication, collaboration and problem-solving, and to support the ongoing development and improvement of processes and practices.

At **team level**, the company facilitator helps team members to work effectively together, to set goals and priorities and to resolve conflicts. They may facilitate team meetings and discussions, provide coaching and feedback to team members, and help to build a strong sense of teamwork and shared purpose.

At **service level**, the company facilitator helps to ensure that the service is aligned with the overall goals and strategies of the company. They may facilitate cross-functional collaboration and communication between different departments, help to identify areas for improvement, and support the implementation of new initiatives and processes.

At **department level**, the company facilitator works with department leaders and managers to ensure that the department is aligned with the goals and objectives of the company. They may provide training and support to department staff, facilitate communication and collaboration between departments, and help to develop and implement department-level strategies and initiatives.

➔ **Monitoring student progress**: The company facilitator monitors student progress, ensuring that they are on track to achieve their learning goals and objectives, and providing support and feedback as needed.

The objectives will be set by semester and should be Specific, Measurable, Achievable, Relevant and Time-bound (**SMART**).

The company facilitator works with learners to identify their learning and development goals and to set SMART objectives that align with these goals. They help learners to understand the target competencies they need to develop in order to achieve their goals and to create a learning plan that includes a range of activities, resources and feedback opportunities. They help learners to reflect on their progress, to identify areas for improvement, and to make adjustments for their learning plan as necessary.

After WBL:

After WBL the company facilitator's task is to oversee the production of the final WBL deliverables and to assess the WBL experiences.

➔ **Assessing student performance**: The company facilitator assesses student workplace performance, providing feedback and guidance to help them improve. The company facilitator also helps learners understand their strengths and weaknesses and provides feedback and guidance.

The company facilitator may also lead performance reviews, helping students understand how their work is aligned with the company's goals, and ensuring that their goals and objectives are consistent with the company's overall strategy.

Company facilitators **cross-check the results obtained with the expected results** to ensure that students are on track to achieve their goals and that the company is on track too. This involves regularly reviewing data and metrics to assess the progress of the company and its employees and comparing this progress to the targets and expectations set out in the company's strategic plan. The company facilitator helps identify any discrepancies between the actual results and the expected results, and works with the relevant stakeholders to address these discrepancies and ensure that the company remains aligned with its goals. Additionally, the company facilitator may help employees understand their role in the results and how their efforts contribute to the overall success of the company.

➔ **Identifying areas of improvement for the coming period:** The company facilitator works with the company to identify areas in WBL environments that need improvement, determine the root causes of problems and design solutions. The company facilitator helps to facilitate discussions, encourage active participation from all members and ensure that all relevant perspectives are considered. The company facilitator also helps to prioritise areas for improvement, establish a clear plan of action and track progress over time. By using a variety of tools and techniques, such as brainstorming sessions, process mapping and gap analysis, the company facilitator can help the company to identify areas for improvement and implement effective solutions. The ultimate goal is to drive continuous improvement, foster a culture of innovation and ensure that the company is always working to achieve its goals.

7.4 The focus of facilitation

A facilitator should focus on several key areas to be effective in WBL:

○ **Student learning and development:** The facilitator must focus on students' learning and development, ensuring that they receive the guidance and support they need to succeed in the workplace.
○ **Workplace integration:** The facilitator must focus on ensuring that students are effectively integrated into the workplace, and are able to perform their WBL activities in a safe and supportive environment.
○ **Communication:** The facilitator must focus on effective communication between all stakeholders, including students, employers and other facilitators, to ensure that everyone is on the same path and that students receive the guidance and support they need.
○ **Relationships:** The facilitator must focus on building strong relationships with students, employers and other stakeholders, and on creating a supportive and inclusive work environment.
○ **Assessment and evaluation:** The facilitator must focus on assessing and evaluating student performance, providing feedback and

coaching as needed, and ensuring that students are on track to achieve their learning goals and objectives.

- ○ **Adaptability:** The facilitator must focus on being adaptable, and on being able to adjust their approach to accommodate the changing needs of students, employers and the workplace.

Chapter 8: Main competences needed to become a facilitator
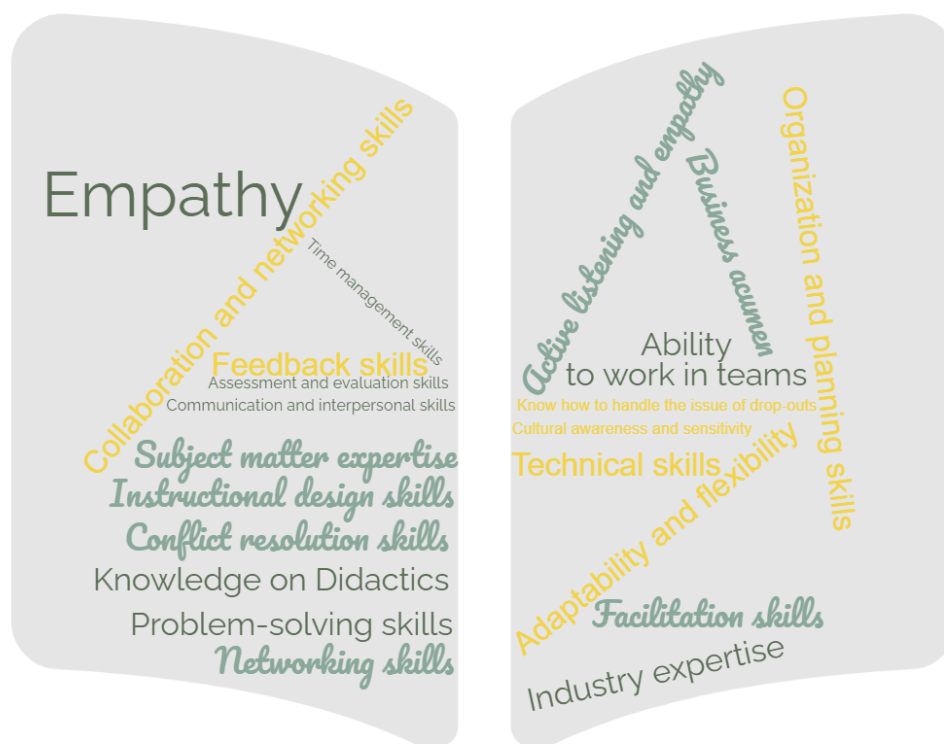
8.1 Important skills for an academic facilitator

Important skills for an academic facilitator include teamwork, which enables sharing expertise and ideas, improving student outcomes and fostering collaboration.

Empathy is crucial for creating a supportive environment and understanding student perspectives.

Time management helps facilitators balance various tasks, while subject matter expertise ensures that they can effectively convey information and engage students. Instructional design skills are essential for creating effective learning experiences using various strategies, technology and assessments.

Finally, problem-solving skills enable facilitators to address challenges in the learning environment and support student development. The following paragraphs detail each of these skills.

➔ **An ability to work in teams:** Academic facilitators often work in teams, and this can bring many benefits to the learning process. There are several reasons why working in teams is necessary for academic facilitators:

◆ **Sharing of expertise and ideas**: When academic facilitators work in teams, they are able to share their expertise and ideas with one another, which can lead to more effective and innovative teaching strategies.

◆ **Improved student outcomes:** Teams of academic facilitators can pool their resources and expertise to provide a more comprehensive and effective learning experience for their students. This can lead to improved student outcomes, such as higher grades and better critical thinking skills.

◆ **Collaborative planning and preparation**: Teams of academic facilitators can work together to plan and prepare lessons, assignments and assessments. This allows them to ensure that their coursework is well-designed, engaging and aligned with their learning goals.

◆ **Better support for students**: Teams of academic facilitators can provide better support for students, as they can share the workload and provide a more comprehensive range of services, such as tutoring and mentoring.

◆ **Increased job satisfaction**: Academic facilitators who work in teams often report higher levels of job satisfaction, as they are able to collaborate with colleagues and benefit from their collective expertise and experience.

➜ **Empathy**: Empathy is a crucial quality for academic facilitators, as it allows them to understand and meet the emotional needs of their students. Academic facilitators who are empathetic are able to:

- ◆ **Create a supportive environment**: Empathetic academic facilitators create a supportive and inclusive environment for their students, which helps them to feel valued and respected. This can improve student engagement and motivation, and can lead to better learning outcomes.
- ◆ **Understand student perspectives**: Empathetic academic facilitators are able to understand their students' perspectives, which allows them to tailor their teaching and feedback to meet the needs of individual students.
- ◆ **Foster student engagement**: Empathetic academic facilitators are able to engage with their students and to encourage them to participate in class. This helps students to feel more confident and to develop their critical thinking skills in a supportive environment.
- ◆ **Provide emotional support**: Academic facilitators who are empathetic are able to provide emotional support to their students, which can help students to overcome challenges and to achieve their goals.
- ◆ **Build relationships with students**: Empathetic academic facilitators are able to build strong relationships with their students, which helps students to feel more connected to their instructors and to their coursework. This can improve student satisfaction and retention.

➜ **Time management skills**: Time management skills are critical for academic facilitators, as they must balance a variety of tasks and responsibilities in order to achieve their goals. Effective time management skills help academic facilitators to:

- ◆ **Plan and organise their workload**: Academic facilitators should be able to prioritise tasks, set realistic deadlines, and create a schedule that allows them to complete their work

efficiently and effectively.

◆ **Maximise class time**: Academic facilitators should use class time effectively, by creating engaging and interactive activities that help students to learn and retain new information.

◆ **Manage their workload**: Academic facilitators should be able to manage their workload by delegating tasks where appropriate, and by seeking help from colleagues or support staff when necessary.

◆ **Balance competing demands**: Academic facilitators often have many different responsibilities, such as preparing lessons, grading assignments, conducting research and meeting with students. They must be able to balance these demands and manage their time effectively to ensure that they meet all of their obligations.

◆ **Avoid burnout**: Effective time management skills can help academic facilitators to avoid burnout by reducing stress and allowing them to focus on their work and personal life.

➔ **Subject matter expertise**: Subject matter expertise is a critical skill for academic facilitators, as it provides them with an in-depth understanding of the subject they teach and the ability to effectively convey that knowledge to their students.

Academic facilitators who possess subject matter expertise are able to provide accurate and relevant information, to answer questions with confidence, and to provide engaging and effective learning experiences. Having subject matter expertise allows academic facilitators to provide a deeper level of understanding of the subject they teach, and to engage students in meaningful discussions and activities. It also enables them to provide hands-on, practical examples and exercises that help students to understand and apply the concepts they are learning. In addition, subject matter expertise can enhance the credibility of the academic facilitator, as students are more likely to trust and respect facilitators who possess a thorough knowledge of the subject they teach. This can lead to greater engagement and participation in the learning experience, and to improved learning outcomes.

➔ **Instructional design skills**: Instructional design skills refer to the process of creating effective and engaging learning experiences for students. It involves the development of instructional materials and activities that support student learning, as well as the assessment of student learning outcomes. Instructional design skills are critical for academic facilitators, as they enable them to deliver effective and engaging learning experiences that support student development. Academic facilitators with strong instructional design skills are able to design learning experiences that are aligned with the learning objectives, and that engage students in meaningful and active learning. They are able to effectively use a variety of instructional strategies and techniques, such as problem-based learning, case studies and simulations, to support student learning. In addition, instructional design skills allow academic facilitators to effectively use technology to support learning, such as online learning platforms, multimedia resources and collaboration tools. They are also able to effectively integrate assessment and evaluation into the learning experience, to ensure that students meet the learning objectives.

➔ **Problem-solving skills:** Having problem-solving skills means possessing the ability to identify and analyse complex problems, and to devise and implement effective solutions. These skills are critical for academic facilitators, as they enable them to effectively support student learning by helping students to develop the ability to think critically, solve problems and make informed decisions. Academic facilitators with strong problem-solving skills are able to help students to understand the underlying causes of problems and identify and evaluate potential solutions. They are also able to facilitate student discussions and activities that encourage the development of problem-solving skills. In addition, problem-solving skills allow academic facilitators to effectively address challenges that arise in the learning environment, such as student behaviour issues, technical problems or logistical difficulties. They are able to effectively analyse the situation, identify the root cause of the problem and implement effective solutions.

8.2 Important skills for a company facilitator

An ability to give feedback, conflict resolution skills, organisation and planning skills, industry expertise, business acumen, and networking abilities are essential for company facilitators.

Feedback skills support employee development and improve performance, while conflict resolution skills help company facilitators manage and resolve disagreements and seek positive outcomes.

Organisation and planning skills ensure efficient and high-quality training sessions.

Industry expertise provides facilitators with a deep understanding of the business environment, and business acumen allows them to deliver relevant and practical training.

Networking skills enable facilitators to connect students with professionals and organisations for practical experience and professional development. The following paragraphs explain each skill in detail.

➜ **Feedback skills**: Feedback skills refer to the ability to provide constructive and actionable feedback to individuals or teams. These skills are critical for company facilitators, as they enable them to support the development of employees and to improve organisational performance.
Company facilitators with strong feedback skills are able to provide clear, specific and constructive feedback that helps employees to understand their strengths and areas for improvement. They are able to use feedback to encourage and motivate employees, help employees to develop new skills, and address performance issues.
In addition, feedback skills allow company facilitators to effectively facilitate feedback discussions within teams. They are able to create a safe and supportive environment in which team members can provide feedback to one another, and to help team members understand the impact of their feedback on others.

➜ **Conflict resolution skills:** Conflict resolution skills are important for facilitators, as conflicts and disagreements can arise during any

training or facilitation session. Effective conflict resolution skills allow facilitators to effectively manage and resolve conflicts, which can improve the overall quality of the learning experience and lead to positive outcomes.

Facilitators with strong conflict resolution skills are able to identify and assess conflicts in a neutral and objective manner. They are able to understand the perspectives of all parties involved and to communicate effectively to resolve conflicts. They are also able to use active listening and empathy to build rapport and trust, and to create an environment where participants feel heard and valued.

One approach to conflict resolution is to encourage participants to engage in open and honest communication. Facilitators can facilitate a dialogue between participants to help them understand each other's perspectives and to find common ground. This approach can lead to a resolution that is satisfactory for all parties involved.

Another approach to conflict resolution is to use mediation. Facilitators with strong mediation skills are able to facilitate a structured negotiation process to help parties find a mutually acceptable resolution. This approach can be especially effective when conflicts involve complex issues or when participants have difficulty communicating effectively.

➔ **Organisation and planning skills**: Organisation and planning skills are critical for facilitators, as they are responsible for planning, organising, and delivering effective training and facilitation sessions.

Facilitators who possess strong organisation and planning skills are able to ensure that training sessions run smoothly and efficiently, and that participants have a high-quality learning experience.

Organisation skills refer to the ability to effectively manage and prioritise tasks, maintain attention to detail, and keep track of deadlines. Facilitators with strong organisation skills are able to effectively plan and prepare for training sessions, including researching and selecting materials, preparing presentations and handouts, and scheduling resources and equipment. Planning skills refer to the ability to develop and implement a plan to achieve a specific goal. Facilitators with strong planning skills are able to create

a roadmap for their training sessions, including defining the objectives, identifying the learning outcomes and creating an agenda. They are also able to anticipate potential challenges and to develop contingency plans to ensure that the training session runs smoothly.

➔ **Industry expertise**: Industry expertise is a crucial component for facilitators in WBL, as it provides them with a deep understanding of the industry, the business environment and the challenges that participants face. Facilitators with industry expertise are able to deliver relevant and practical training and facilitation sessions that meet the needs of participants and the organisation.

Having industry expertise allows facilitators to provide real-world examples, share best practices, and provide relevant and practical guidance to participants. It also enables facilitators to understand the unique challenges and opportunities that participants face, and to provide customised and targeted learning experiences that meet their specific needs. Additionally, industry expertise can enhance the credibility of the facilitator, as participants are more likely to trust and respect facilitators who have a thorough knowledge of the industry and the challenges they face. This can lead to greater engagement and participation in the training sessions and to improved learning outcomes.

➔ **Business acumen:** Business acumen refers to a deep understanding of how businesses operate and the factors that drive their success. It includes an understanding of financial management, strategic planning, and marketing and sales.

Business acumen is a critical skill for facilitators in WBL, as it allows them to deliver training and facilitation sessions that are relevant, practical and impactful.

Facilitators with strong business acumen are able to understand the broader business context in which their participants operate, and to provide guidance that is aligned with the organisation's goals and objectives. They are also able to understand the financial impact of different decisions and actions, and to provide guidance that supports the financial sustainability of the organisation. Facilitators with

business acumen are able to understand the market and customer dynamics, and to provide guidance on how to effectively reach and engage customers. They are also able to understand the importance of marketing and sales, and to provide guidance on how to effectively market products and services, and to close sales.

➔ **Networking skills:** Facilitators should have a wide network of contacts in their industry and be able to connect students with relevant professionals and organisations for practical experience and professional development. The ability to understand the social dynamics and relationships within a company is important for effectively navigating the organisation and building connections.
Facilitators should be able to collaborate effectively with academic partners, ensuring that the WBL programme is consistent with the academic curriculum and meets the needs of both students and industry partners.

8.3 Important characteristics and skills for both academic and company facilitators

➔ **Being positive**: Being positive is an important characteristic for facilitators to have, as it helps to create a supportive and motivational environment for employees.
Positive facilitators are able to create a sense of energy and excitement in the workplace, and to encourage students to achieve their goals. A positive attitude helps facilitators to effectively manage difficult situations, such as conflicts between students, or challenges in achieving organisational goals. They are able to remain calm and focused, and to help others to see the positive aspects of a situation.
A positive attitude helps company facilitators to build strong relationships with students. They are able to create a supportive and inclusive environment, and to foster open communication and collaboration. Having a bright outlook means that company facilitators can encourage students to take ownership of their own development, and to set and achieve challenging goals.

➔ **Being reflective:** Being reflective refers to the ability to evaluate and reflect on one's own experiences, thoughts and actions.
This skill is crucial for facilitators, as it enables them to continuously improve their facilitation skills and provide high-quality support to students. Reflective facilitators are able to critically evaluate their own performance, and to identify areas for improvement. They are able to consider the impact of their actions on others and to make changes to their approach as needed. This continuous improvement process enables them to provide increasingly effective support to employees.
Reflective facilitators have the ability to learn from the experiences of others. They listen to the perspectives and opinions of employees, and are willing to incorporate these insights into their own facilitation approach. This allows them to stay up-to-date with the latest best practices in the field and to provide cutting-edge support to students.

➔ **Being passionate:** Being passionate refers to having a strong drive and enthusiasm for what one does.
This characteristic is essential for facilitators, as it enables them to provide engaging and motivating support to employees.
Passionate facilitators are able to create a sense of energy and excitement in the workplace or the training institution, and to inspire students to achieve their goals. If a facilitator has the ability to communicate their own excitement and passion for the work they do, they can also help others to understand the importance of their work. Passionate facilitators are more likely to build strong relationships with students. They can create a supportive and inclusive environment, and foster open communication and collaboration. They are also able to encourage students to take ownership of their own development, and to set and achieve challenging goals.

➔ **Communication and interpersonal skills:** Effective communication skills are crucial for company facilitators to ensure smooth and productive meetings, workshops and team building activities.

Some important aspects of good communication for facilitators include:

- **Active Listening:** Pay close attention to what participants are saying and acknowledge their thoughts and opinions. This helps to build trust and respect among the group.
- **Clarity:** Speak clearly and concisely to ensure that everyone understands the message. Use simple language and avoid technical jargon.
- **Empathy:** Show empathy towards participants, understand their perspectives and respond in a way that makes them feel heard and valued.
- **Non-verbal communication:** Pay attention to non-verbal signs such as body language, facial expressions and tone of voice. This can help to build rapport and establish a positive atmosphere.
- **Conflict resolution:** Be able to handle conflicts and disagreements constructively and facilitate a positive resolution.
- **Adaptability:** Be flexible and adaptable to changing situations, and be able to adjust communication style as needed to fit the group dynamics.

➔ **Facilitation skills**: Facilitation skills are the abilities and techniques used by facilitators to guide and support group processes in meetings, workshops, and team building activities.

A facilitator with strong facilitation skills has an in-depth understanding of various facilitation methods and techniques, and the ability to adapt them to different groups and situations. By developing strong facilitation skills, facilitators can help groups to achieve their goals and foster a positive and collaborative atmosphere.

Some key aspects of good facilitation skills include:

- **Knowledge of facilitation methods**: Familiarity with a range of facilitation methods such as brainstorming, fishbowl discussions and consensus building, and the ability to choose the most appropriate method for a particular situation.

- **Adaptability**: The ability to adapt facilitation methods to fit the needs and goals of different groups and to respond to changes in the group dynamic during the course of a meeting or activity.
- **Group management:** The ability to manage group processes, encourage participation, and manage disruptive behaviour in a professional and respectful manner.
- **Problem solving:** The ability to facilitate effective problem solving by guiding groups to identify issues, generate ideas and reach solutions.
- **Time management:** The ability to manage time effectively, keep meetings or activities on track and ensure that goals are met within the allotted time.
- **Creativity**: The ability to use creative facilitation techniques to engage participants and make meetings and activities more interesting and enjoyable.

➔ **Assessment and evaluation skills:** Assessment and evaluation skills for company and academic facilitators are crucial for measuring the success of WBL experiences.
Effective assessment and evaluation methods should be designed to align with the learning outcomes and objectives of the programme. This involves considering factors such as the type of WBL experience, the target audience and the desired outcomes.

- For **company facilitators**, assessment and evaluation skills may include the ability to design and implement performance-based assessments, such as job simulations or job shadowing. They may also use surveys, questionnaires and focus groups to gather feedback from learners, employers and other stakeholders.
- For **academic facilitators**, assessment and evaluation skills may include the ability to design and implement traditional academic assessments, such as exams, quizzes and written assignments. They may also use alternative assessment methods, such as portfolios, presentations and peer

evaluations, to assess the learning outcomes of WBL experiences.

Regardless of the type of assessment or evaluation method used, it is important for facilitators to ensure that the assessments are reliable, valid and fair. They should also provide clear and concise feedback to learners to help them understand their strengths and areas for improvement.

➔ **Adaptability and flexibility**: Adaptability and flexibility are key competences for facilitators in today's rapidly changing work environment.
These skills enable facilitators to respond effectively to changing circumstances and adapt their teaching methods to meet the needs of different learners.
Adaptability refers to the ability to adjust to new situations, perspectives and ideas. It involves being open-minded, receptive to feedback and willing to try new approaches. For facilitators, this may mean being able to switch gears quickly when a planned activity does not work out as expected, or adjusting the pace of a lesson to accommodate different learning styles. Flexibility refers to the ability to be adaptable in one's thinking and actions, and to handle multiple tasks and changing priorities. Facilitators need to be flexible in order to accommodate unexpected events, such as changes in the schedule or the arrival of additional learners. They also need to be flexible in their teaching methods, using a variety of approaches to meet the needs of different learners and ensure their engagement and understanding. Both adaptability and flexibility require strong communication and interpersonal skills, as well as a positive attitude and a willingness to collaborate with others. They also require a deep understanding of the learning process and a commitment to continuous professional development.

➔ **Cultural awareness and sensitivity**: Cultural awareness and sensitivity are essential skills for facilitators in today's global and diverse environment. Cultural awareness is related to an

understanding of different cultural beliefs, values, attitudes and behaviours. It involves recognising and appreciating cultural differences, and avoiding assumptions based on one's own cultural perspective.

Cultural sensitivity, on the other hand, refers to the ability to interact effectively with people from different cultural backgrounds, avoiding offence and building rapport.

Facilitators with strong cultural awareness and sensitivity skills are better equipped to create inclusive and respectful environments for participants from diverse cultural backgrounds. They are able to recognise and address the needs of different cultural groups, and facilitate discussions in a way that values and respects different perspectives. This helps to build trust and foster a positive and productive learning experience for all participants. Culturally aware and sensitive facilitators are also better equipped to navigate cultural differences and conflicts that may arise during a workshop or training session. They are able to handle sensitive topics with care and ensure that everyone feels heard and valued.

➔ **Active listening and empathy**: Active listening and empathy are important skills for facilitators to have, as they can greatly enhance the effectiveness of their facilitation.

Active listening involves being fully present and attentive to the speaker, giving them undivided attention and avoiding distractions. This requires that facilitators pay attention to both verbal and nonverbal cues, and reflect on what is being said to ensure they understand the speaker's perspective. By actively listening, facilitators can build rapport, gain insights and encourage open communication.

Empathy is the ability to understand and share the feelings of others. Empathetic facilitators are able to put themselves in the participants' shoes and understand their perspectives and experiences. This helps to create a supportive and inclusive learning environment, where participants feel heard and valued. Empathy also helps facilitators to meet participants' needs and build trust, which can be especially important in situations where participants are discussing sensitive

topics. By combining active listening and empathy, facilitators can create a positive and engaging learning experience for all participants. An empathetic approach can be useful in addressing participants' needs, building trust, and facilitating discussions in a way that values and respects different perspectives.

➔ **Technological Skills for Effective WBL Facilitation:** Technological skills are becoming increasingly important for facilitators in WBL, especially in today's digital age.
In WBL, facilitators need to be familiar with a wide range of technology platforms and tools to effectively deliver training and facilitate discussions. Having these skills allows facilitators to deliver engaging and effective learning experiences, even when participants are not physically present in the same location.
Familiarity with virtual meeting platforms such as Zoom, Microsoft Teams, and Google Meet is essential for facilitators, as these platforms are commonly used for virtual training and workshops. It is important for facilitators to have a strong understanding of how to use these platforms, including how to conduct virtual meetings, manage audio and video settings, and share presentations and other materials.
Collaboration tools such as Google Drive, OneDrive and Dropbox are also important for facilitators to be familiar with. By using these tools, participants can work together on projects, share documents and files, and communicate in real time. Facilitators need to be able to effectively use these tools to support collaboration and teamwork among participants.
Learning management systems (LMSs) such as Canvas, Blackboard and Moodle which are commonly used to deliver online learning experiences. LMSs provide a centralised platform for delivering and managing online content, such as presentations, videos and assessments. Facilitators need to have a strong understanding of how to use these systems, including how to upload and organise content, track participant progress and provide feedback.

➔ **Collaboration and networking skills**: Collaboration and networking skills are essential for facilitators to effectively facilitate learning and

build relationships with stakeholders.

Having these skills can lead to positive outcomes for both the facilitator and the organisation, including increased collaboration, better communication and improved learning outcomes.

Collaboration skills refer to the ability to work effectively with others to achieve a common goal. Facilitators who possess strong collaboration skills are able to bring diverse groups of people together to work towards a shared objective. They are able to build trust and create a supportive and inclusive learning environment, which fosters positive and productive outcomes. Collaboration skills are particularly important in WBL, where facilitators are often working with teams of participants with different backgrounds, perspectives and expertise.

Networking skills refer to the ability to build relationships and connect with others, both within and outside of the organisation. Networking is an important tool for facilitators to expand their professional network, build relationships with stakeholders, and create opportunities for learning and growth. Facilitators with strong networking skills are able to establish and maintain positive relationships with participants, colleagues and stakeholders, which can lead to positive outcomes for both the facilitator and the organisation.

➔ **Knowledge of didactics:** An effective facilitator must have a combination of didactic skills, subject matter expertise and an understanding of how learning works in order to help learners develop the knowledge, skills and competencies they need for success in the workplace.

Company and academic facilitators need to be fully aware of the difference between knowledge (theory), skills (practice) and competences (combining skills and competences together in the right way but in different contexts) and how they interact with each other in different contexts.

Facilitators must have a good knowledge base in order to teach the theoretical aspects of a subject, but they must also understand how to apply that knowledge in practical situations. They must also be able to help learners develop skills through hands-on experience and

practice, and to link those skills to the underlying knowledge and competencies. To be effective, a facilitator must have the ability to differentiate instruction and assessment based on the type of learning outcomes they are trying to achieve. For example, they may need to use different teaching methods and assessment strategies for theoretical knowledge than for practical skills. Finally, the facilitator must also be able to monitor learners' progress and provide feedback to help them develop the necessary competencies for the workplace. This requires a profound understanding of the learning process and the ability to adapt to the needs and abilities of individual learners.

➔ **Know how to handle the issue of drop-outs:** Handling drop-outs requires a combination of skills and strategies at both the organisational and personal levels. Ultimately, a comprehensive and proactive approach to preventing and managing drop-outs will require collaboration and coordination between the company, the academic facilitator and the student to ensure that everyone is working towards a common goal.

- At an **organisational level**, the company and academic facilitator should:

  ➔ **Develop early warning systems** to identify students who are at risk of dropping out. This can include monitoring attendance, grades and other indicators of student engagement and performance.
  ➔ **Provide support and resources** to help students overcome the challenges that may contribute to dropping out, such as financial difficulties, academic struggles or personal problems.
  ➔ **Encourage open and frequent communication** between students and academic advisors or support staff to identify and address potential issues before they escalate.
  ➔ **Regularly review and evaluate the effectiveness of drop-out prevention and management strategies** to ensure that

they are working and make any necessary adjustments.

- At a **personal level**, the relationship between the company, the academic facilitator and the student is key to preventing and managing drop-outs. The facilitator should:

  → **Show empathy and understanding**, and actively listen to the student's concerns and needs.
  → **Offer guidance and support**, and provide personalised and effective solutions to help the student overcome obstacles.
  → **Foster a positive and supportive learning environment**, and encourage student engagement and participation.
  → **Continuously monitor the student's progress**, and provide regular feedback and encouragement to keep them motivated and on track.

8.4 What skills/competences does the facilitator need to have when working with people with special needs, adult learners or NEETs?

Facilitating WBL for **people with special needs** requires specific skills and knowledge beyond what is required for working with typical learners. Some of the key skills and competencies that academic and company facilitators need to have include:

→ **Understanding of disabilities and special needs**: The facilitator must have a profound knowledge of different types of disabilities and the impact they have on learning, work and daily life. They must pay attention to the characteristics of the workplace according to the characteristics of the users (especially in the case of disabilities or 'fragile' users).

→ **Adaptive teaching strategies**: The facilitator must be able to adapt their teaching strategies to learners with special needs, including using alternative forms of instruction and assessment.

➔ **Communication skills:** The facilitator must be able to effectively communicate with learners with special needs and their support team, including family members, educators and therapists.

➔ **Empathy and patience**: The facilitator must be able to show empathy and patience towards learners with special needs and be able to work with them at their own pace.

➔ **Positive attitude**: The facilitator must have a positive and inclusive attitude towards working with learners with special needs and be able to create a welcoming and supportive learning environment.

➔ **Familiarity with assistive technology**: The facilitator must have a basic understanding of assistive technology and be able to use it to support learners with special needs.

➔ **Cultural competence:** The facilitator must have an understanding of the cultural and linguistic diversity of learners with special needs and be able to work effectively with individuals from different backgrounds.

In addition, it is also important for academic and company facilitators to continuously educate themselves on the latest research and best practices in working with persons with special needs, and to collaborate with support professionals as needed.

Academic and company facilitators working with **adult learners** in WBL should have the following skills:

➔ **Effective communication**: Ability to clearly convey information, listen actively, and engage with learners in a way that fosters their understanding and retention of information.

➔ **Adaptability**: Ability to adjust teaching styles and techniques to meet the diverse needs of adult learners and the ability to respond to changing circumstances in the workplace.

➔ **Facilitation**: Ability to guide and encourage learners to develop their own knowledge and skills through activities, discussions and other collaborative learning methods.

➔ **Assessment**: Ability to effectively evaluate and provide feedback on learners' progress, including setting clear expectations, providing constructive criticism, and recognising achievements.

➔ **Cultural sensitivity**: Awareness and respect for the cultural differences and backgrounds of adult learners.

➔ **Technical proficiency**: Familiarity with technology and tools necessary for delivering effective WBL experiences, such as online platforms and multimedia resources.

➔ **Project management**: Ability to plan and manage WBL projects, including coordinating resources, scheduling activities and tracking progress.

➔ **Industry knowledge**: An understanding of the industry and related fields to be able to provide relevant and current information and resources to learners.

➔ **Mentorship**: An ability to serve as a mentor, offering guidance and support to adult learners in their professional development and career advancement.

Academic and company facilitators in WBL when working with **NEET (Not in Education, Employment or Training) young people** need to have a set of specific skills to support the development and integration of these young people into the labour market. Some of these skills are:

➔ **Empathy and understanding:** NEETs often face social and personal challenges that can have an impact on their motivation and self-esteem. Facilitators need to be able to understand and support these individuals, fostering a positive and empowering learning environment.

➔ **Effective communication**: Communication skills are crucial in WBL programmes. Facilitators must be able to explain complex information in simple and accessible terms, as well as listen and respond to the needs and concerns of NEETs.

➔ **Adaptability and flexibility**: Facilitators must be able to adapt their teaching methods to the needs and learning styles of each individual NEET young person, tailoring their approach to the individual's needs.

➔ **Interpersonal skills**: Facilitators must have the ability to build rapport with NEETs and establish trust, as well as to negotiate and resolve conflicts that may arise during the learning process.

➔ **Knowledge of the labour market**: Facilitators must have a good understanding of the local labour market and the skills and qualifications

required for various jobs. This enables them to provide relevant and accurate advice and guidance to NEETs.

➜ **Mentoring and coaching**: Facilitators must have the skills to mentor and coach NEETs, in order to help them to develop the knowledge, skills and confidence they need to succeed in the workplace.

Chapter 9: Training methodology for the Didactical Guide

9.1 Objective of the training

The proposed training course is intended to train company and academic facilitators so that they can acquire all the competences needed for managing the entire three phases of the WBL experience (before, during and after WBL).

The training contents cover administrative, relational and educational aspects, as facilitators act as contact people for students throughout their whole training experience.

The structure for the training of the company facilitator and the academic facilitator will be based around the three phases of WBL, i.e., *before*, *during*, and *after WBL,* as illustrated in the following figure:
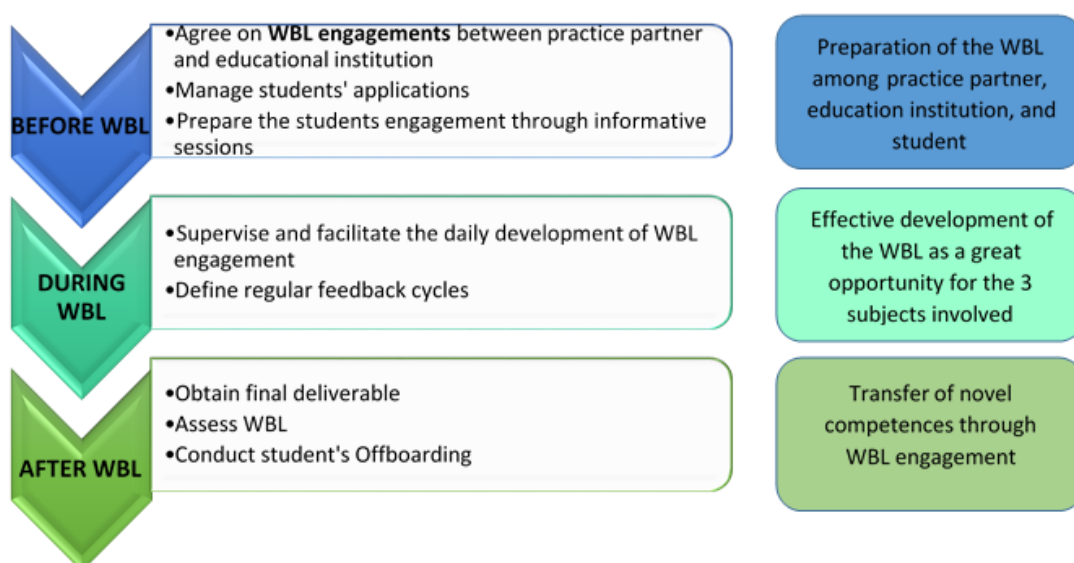
Specific tasks and activities for both subjects will be presented and described in each phase. Each user will then adapt the model to the specific needs of each of the 5 target groups, and depending on each country's specific characteristics.

9.2 The micro-learning approach

The i-WOBAL training methodology for WBL facilitators has been inspired by the valuable and positive experience of the micro-learning units in the European and international learning environment.

Micro-learning is an educational strategy that breaks complex topics down into short-form, stand-alone bite-sized units of study that can be viewed as many times as necessary, whenever and wherever the learner needs to do so. These micro-modules are designed to be consumed in about five minutes and address one specific skill or knowledge gap topic.

A self-directed, modular approach could empower facilitators by giving them the opportunity to build new skills directly in the context of their job, without having to take time away from work to attend training.

For the scope and the context of this didactical guide, the different training units for facilitators could also be read together to create a broader, more comprehensive training experience.

As a result of this approach, a series of contents and learning objectives will be proposed for both types of facilitators for each of the three phases of the WBL engagement. Final users will choose between two strategies, according to their background and training: following the full course by attending and using all the resources and contents proposed, or focusing only on some topics for their learning process.

9.3 Training Overview

PHASE 1 - BEFORE WBL

ENVISAGED ACTIVITIES	OBJECTIVES FOR COMPANY FACILITATORS	OBJECTIVES FOR ACADEMIC FACILITATORS	FINAL RESULTS
Agree on WBL engagements between the host institution and the educational institution	• Overall understanding of the WBL process and its application in the company • Knowledge of students' profiles • Address and agree on learners' overall agenda, schedule and working hours. • Manage all the conditions and requirements, restrictions and employment conditions of participants • Liaise with their academic counterpart/ensure open communication • Follow a specific training course for facilitators	• Overall understanding of the WBL process for the academic institution • Application of the legal framework • Application of the internal processes and procedures.	Preparation of WBL between partner company, education institution and student
Manage students' applications	• Be aware of the internal procedures and details concerning the agreement between the company and the educational institution • Regularly provide feedback to their academic counterpart	• Validate enterprise environment • Adapt the WBL experience to the profile of the students (academic profile/personal profile) • Complete all relevant documentation • Regularly provide feedback to the company facilitator and to students • Know the organisational structure and CV	
Prepare students' engagement	• Help students integrate into the work environment • Ensure that there is have enough time to facilitate students' induction process and address their needs • Clearly define the instructions and working equipment for students • Define the outcome, objectives and competences they want to acquire during the traineeship	• Create a co-design training programme, check the employment conditions and prepare in-person visits, negotiating terms if required. • Create an accurate learning climate in the class • Have regular monitoring and feedback sessions with the company and students • Highlight the benefits for both companies and students	

PHASE 2 - DURING WBL

ENVISAGED ACTIVITIES	OBJECTIVE FOR COMPANY FACILITATORS	OBJECTIVES FOR ACADEMIC FACILITATORS	FINAL RESULTS
Supervise and facilitate the daily conduct of the WBL process	- Teamwork competences developed with their counterpart - Monitor students' professional performance - Manage students' work schedule, ensuring they have suitable training for the task to be performed - Allow students to have sufficient time to study - Engage in proactive communication with the academic institution - Communication skills (empathy, active listening…)	- Define a clear calendar and guidelines for students and plan regular feedback meetings with both facilitators - Awareness of the student placement and the legal and well-being conditions - responsible for visits - Monitor how students' working process is evolving - check environmental conditions - Coordinate and ensure that process requirements are complied with - Preparation of evaluation tools (checklist, learning diaries)	Effective WBL as a great opportunity for the 3 partners involved
Define regular feedback cycles	- Assessment of students' competence levels and knowledge about what they have previously studied - Co-evaluate and give feedback during the time period - Be an expert on the subject matter and have the ability to transmit their knowledge - teaching ability	- Understanding the training progress and attendance rate of students. - Teamwork competences - Gathering feedback from both students and companies - Monitoring the learning diary and co-evaluation of students' work and providing them with feedback	

PHASE 3 - AFTER WBL

ENVISAGED ACTIVITIES	OBJECTIVE FOR COMPANY FACILITATORS	OBJECTIVES FOR ACADEMIC FACILITATORS	FINAL RESULTS
Production of WBL final deliverable	• Coherent overview of outputs in accordance with the academic facilitator • Co-evaluation implementation guidelines • Ensure knowledge retention	• Collect all the deliverables requested to students • Provide students with proper guidelines and tools for the assessment of deliverables • Clearly explain the evaluation process and outcome. Make sure that students have all the necessary information in order to re-take the course if necessary	Transfer of novel competences through WBL engagement
Assessment of WBL experience	• Have a clear overview of everything the student has completed in order to assess and grade students in a rigorous manner • Provide advice to students for their next steps • Provide analytical feedback for students	• Assess and grade the work done by the students and provide them with feedback in a rigorous and unbiased way. • Check compliance of high-quality documents and hold a final meeting with companies • Share best practices • Dissemination and communication of the results of the experience	
Conduct students' offboarding	• Responsible and active off-boarding process of the student/learner and of the company (knowledge retention, ensure sustainability and continued progress) • Give feedback for future employment opportunities • Promotion of WBL and of the positive impact of the company through interviews and testimonials to be disseminated through social media and website	• Teach what they can do in the future and enrol them in the alumni network; check that the off- boarding process is done properly. • Ability to promote the students´ profile among the enterprise networks • Dissemination of the experience in the academic institution through interviews and testimonials to be disseminated through social media and website	

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