



**DESIGNERS'
KIT**

**WORK BASED
LEARNING
GUIDELINES**



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INTRODUCTION

Work-based learning refers to learning that occurs when people do real work. The main aim of work-based learning is, in fact, “**knowledge acquisition and competence development in a genuine working environment**”, as defined by the European Training Foundation [2018]¹. The WBL is seen as a useful tool to help young people transition from school to work or to support adults in upskilling or reskilling².

This work can be paid (in case of extracurricular training) or unpaid (in case of curricular training), but it must be real work that leads to the production of real goods and services. In the context of the NECTAR project, Work-Based Learning allows the Chef Gastro-Engineering (CGE) students to apply what they have learned in the classroom in an actual workplace setting. Students’ work is supported and monitored by a trainer for an employer who works in the sector (hospitals; residences for elderly; tourism; school or enterprise canteens and in general the collective catering) directly related to their field of study: this is crucial for training to be a chef.

Arguably one of the most important aspects of work-based learning is the one tied to the design and development of courses, programmes and curricula to be delivered across different learning environments. In developing a programme of work-based learning, the starting point is usually the definition of Learning Outcomes (LOs) – statements confirming “what a learner knows, understands and is able to do on completion of a learning process”; in the context of NECTAR’s Curriculum, which comprises a set of 67 LOs, this means defining which LOs will be targeted “through WBL”. There is also a need to consider learning delivery, monitoring and assessment, aligning the latter with existing (national, European) frameworks and tools for learning recognition³

In terms of involved actors, programme development equally requires input from the targeted sector or field and from those involved in the development and delivery of education and training.

The guide on “*How to set up effective Work Based Learning for NECTAR CGE Curriculum*” will provide support for the design of effective Work Based Learning, based also on EU recommendations such as the Council Recommendation on a European Framework for Quality and Effective Apprenticeship [2018].

This guide concentrates on work-based learning, that is part of VET. This type of learning is hardly ever stand-alone, as it is usually combined with classroom-based learning. Some schools and colleges use virtual firms, practice firms, simulations and other similar tools: they are not identical to real work situations, as they cannot create all the features of a real workplace, but they can be useful when the alternative is difficult to access⁴. The relation to the working environment and the

¹ European Training Foundation (2018). Work-based learning - A handbook for policy makers and social partners in ETF partner countries. https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf

² WBL-Q project (2022) Handbook for WBL staff – Ensuring Quality in Work-Based Learning <https://www.wbl-quality.eu/handbook/>

³ Work Based Learning Toolkit - <https://www.wbl-toolkit.eu/>

⁴ European Training Foundation (2014). Work-based learning - A handbook for policy makers and social partners in ETF partner countries. https://www.etf.europa.eu/sites/default/files/2018-09/Work-based%20learning_Handbook.pdf

orientation towards occupation is, in fact, what characterises WBL and makes it a hands-on form of education⁵.

METHODOLOGY

This guide is mainly based on:

- the policy questions of the OECD on “*Work-based learning in school-based VET*”⁶
- the EQAVET Building blocks included in the EQAVET [2012] Guidelines for VET providers⁷.
- the WBL-Q project [2022] Handbook for WBL staff⁸
- the Work Based-Learning TOOLKIT⁹ included in the ENhANCE project’s Designers’ kit¹⁰.

The contents of the above-mentioned reference documents have been organized following the structure of the 6 building blocks defined by the EQAVET Framework (2012)¹¹

The building blocks, in fact, constitute a helpful tool that can support the design, delivery and assessment of the training¹². They aim at providing guidance and help in setting out activities that help VET providers develop and follow quality assurance measures for WBL.

The building blocks are designed to be useful and appropriate for the three main models of WBL:

- Apprenticeship schemes which combine training in companies and VET schools or other education/training institutions;
- On-the-job training in companies which typically cover internships, work placements or traineeships which are a compulsory or optional element of VET programs leading to formal qualifications;
- Integration into a school-based program through on-site laboratories, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry projects and assignments.

Each building block includes:

- a ‘call-to-action’ and a set of activities that help develop a quality assurance approach for WBL
- the identification of the ‘key issues’ that should be considered and the related success factors

⁵ European Training Foundation (2021) Monitoring and evaluating work-based learning in vocational education and training. https://www.etf.europa.eu/sites/default/files/2021-12/monitoring_and_evaluating_wbl.pdf

⁶ OECD (2017). Work-based learning in school-based vocational education and training (VET) – <https://www.oecd.org/education/skills-beyond-school/work-based-learning-in-school-based-vocational-education-and-training-vet.htm>

⁷ EQAVET (2012) Building a quality assurance approach in line with the EQAVET Framework – Guidelines for VET providers

⁸ WBL-Q project (2022) Handbook for WBL staff – Ensuring Quality in Work-Based Learning <https://www.wbl-quality.eu/handbook/>

⁹ Work Based Learning Toolkit - <https://www.wbl-toolkit.eu/>

¹⁰ ENhANCE Project - “How to design and set an effective Work Based Learning?” ENhANCE Project Designers’ Kit. <https://oot.enhance-fcn.eu/mod/page/view.php?id=1906>

¹¹ EQAVET framework <https://ec.europa.eu/social/main.jsp?catId=1570&langId=en>

¹² WBL-Q project (2022) Handbook for WBL staff – Ensuring Quality in Work-Based Learning <https://www.wbl-quality.eu/handbook/>

- a reference to the ‘main messages’ drawn from an analysis of current practices based on recent experiences

This guide is divided into six main sections, inspired by the above mentioned six building blocks:

1. Design for work-based learning
2. Improve the quality
3. Respond to learners’ needs
4. Communicate
5. Train the staff
6. Assess the learner

Aside to this guide, useful tool developed by the WBL-Q project¹³ may support trainers to assess their own WBL system according to the listed building blocks. In particular, the “*Self-Evaluation and Stress Test Tool for Work-Based Learning Quality*” allows trainers to assess their own WBL system through a report based on their answers to targeted questions, aimed at providing an insight on their personal work and approach. The report, that can be directly downloaded, also offers suggestions on how to improve WBL trainers’ work and adds to the WBL Quality Assurance process.

¹³ WBL-Q Self-Evaluation and Stress Test Tool for WBL Quality [WBL Quality - Self-Evaluation & Stress Test Tool \(wbl-quality.eu\)](http://wbl-quality.eu)

OVERVIEW OF THE EQAVET BUILDING BLOCKS

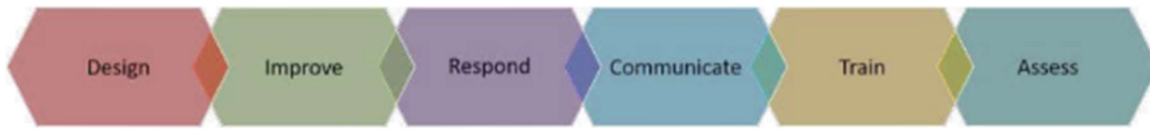


Figure 1: EQAVET building blocks overview [EQAVET, 2012]

1. Design for work-based learning

According to the EQAVET Framework, the first important step in ensuring quality in WBL is the DESIGN step.

01 Design work-based learning			
What does the Building Block mean?	'Call to action' <i>– have you decided?</i>	Key Issues <i>about factors for success</i>	Main messages <i>Suggesting new ways forward</i>
Work with partner organisations to ensure the relevance of learners' training during periods of work-based learning	Which organisations should we work with in order to provide high-quality training? Which courses/ qualifications should learners follow?	<ul style="list-style-type: none"> – The quality of WBL can be enhanced if quality assurance is considered during the planning phase. In some situations this can be part of a formal arrangement between partner organisations. – It is important to ensure that each partner organisation links the content of their training to the learner's qualification. – Quality assurance is strengthened if each partner organisation has an opportunity to evaluate and review their working relationship. 	<p>Quality assurance is strengthened if it is planned from the start, and if responsibilities for each stage of work-based learning are clarified.</p> <p>Many VET teachers who spend time in companies find it easier to establish close connections between work-based and school-based provision.</p> <p>Small and medium-sized enterprises can be encouraged and supported to become more involved in work-based learning if attention is paid to their specific training needs and context.</p> <p>On-line systems enhances the ability of employers and VET schools to work collaboratively; this supports quality assurance and strengthens the opportunity to review work-based learning.</p> <p>Decisions on selecting companies to be involved in work-based learning can be difficult. However when VET schools are allowed to select, many report significant improvements in the quality of provision</p>

Figure 2: Building block 1: Design work-based learning EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The “call to action” outlines the need to identify clearly “*which organisations should we work with in order to provide high quality training*”, while the “Key Issues” point out the need to ensure that each partner organisation links the content of their training to the learner’s qualification.

A broad range of activities are included in the Work Based Learning of the CGE. Students who are enrolled in the CGE training already have experience in the culinary world, as this is a compulsory entry requirement. Nevertheless, to establish a stronger connection with potential employers, it is necessary for the CGE to carry out internships in sectors that are not only related to hospitality, but also to health and care. Practical training should also depend on the national rules and training contexts of each organization and can therefore be different throughout countries and organisations.

The practical training for the CGE lasts for a certain number of hours depending on the EQF level and the local rules, including a practical training assignment / project and the writing and defending of an internship report.

The practical training is carried out in one company for a consecutive period and must be carried out according to a pre-submitted and approved project with a plan of action.

Speaking of Work based Learning (WBL), there is a broad range of activities in its spectrum. They might include various forms, depending on national rules and training contexts of each organization, they can vary according to the students' level of autonomy and also to the kind of supervision provided (faculty staff vs. staff external to the faculty, etc.).

The Council of European Union provided a set of Recommendations for Quality and Effective Apprenticeship. They include a practical guide which should be observed to set up an effective WBL [Council of the European Union, 2018].

Regardless of local differences and rules, it is strongly advised to choose the WBL settings carefully to enable effective WBL. Therefore, the following instructions must be taken into account:

- make sure that a learning culture is established in the workplace setting;
- make sure that the workplace setting is equipped with skilled facilitations to support the staff for giving critical reflections and enforcing positive changes in the students learning experience;
- make sure that the learning environment is supportive with a supportive atmosphere;
- make sure that the WBL provides opportunities for informal interprofessional learning afforded by the workplace.

Some questions that can guide us in designing activities are:

- What are different work placement provisions? What are the advantages and risks associated with different types of work placement?
- At what age and stage of the program should work placements be offered?
- What should their duration be?
- What are the costs of work placement provision?
- How do outcomes from school-based VET with work placements compare with outcomes from other comparable programs (apprenticeships, school-based VET without work placements)?
- How can it be ensured that all students are guaranteed placements which are relevant to their studies?¹⁴

Other questions to keep in mind about connecting work and learning are the following:

- How can good collaboration between schools and employers providing work placements be promoted?
- How can schools review and credit student experiences in workplaces?
- Who should coordinate the school-employer relationship? How?

¹⁴ OECD (2017). Work-based learning in school-based vocational education and training (VET) – <https://www.oecd.org/education/skills-beyond-school/work-based-learning-in-school-based-vocational-education-and-training-vet.htm>

- How can it be ensured that work placements provide students with valuable working experience and lead to the development of a range of skills relevant to the labor market (e.g. soft skills, occupation specific skills)?

In the specific context of NECTAR’s Curriculum, the selection of the LOs which will be targeted through WBL is a fundamental step for quality assurance.

Specific tools are provided by the project to support this step:

- the *Flexibility Matrix* outlines for each LO educational strategies suggested by the experts, including WBL;
- the *Flexibility Tool* allows to formalize the selected educational strategies (including WBL) for each LO addressed by the specific course.

2. Improve the quality

A second step for ensuring quality in WBL focuses on how to “Improve the quality”.

02 Improve the quality			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Agree with partner organisations when the quality of training will be monitored and how improvements will be made	How should an organisation take responsibility for monitoring quality? When and how will improvements be made?	– The quality of training is improved when it is monitored and reviewed on an on-going basis (not only when the learners have finished their course or qualification). – Identifying staff with responsibility for quality assurance can be a core part of an improvement plan	Increasingly, data from work-based learning is being used to make comparisons with regional or national data. This helps employers, other stakeholders and VET providers to identify areas where further information can be collected and used to review and improve quality. Increasingly, also, employers, VET providers and other stakeholders are designing agreements for work-based learning which set clear expectations for training and clarify how and when improvements will be made. In many situations the amount of time learners devote to work-based training is increasing.

Figure 3: Building block 2: Improve the quality - EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The “call to action” outlines the need to identify “when and how the improvements will be made”. Monitoring is fundamental to this end, as well as an on-going review, that shouldn’t be concentrated at the end of the learning path. Monitoring and assessment of the students and training should be based on formative and summative assessment, which should include a specific focus on WBL.

Generally, monitoring is based on an Input-Process-Output-Outcome (IPOO) model: this allows employers, stakeholders and VET providers to verify every step of the work-based learning, from the immediate results to long-term impacts. In fact, “in the case of work-based learning, these four dimensions can be represented by various characteristics that relate to the overall governance and financing structures at the systemic level, the cooperation between enterprises and other institutions involved, as well as the learning process itself and its immediate and long-term effects on the learner” [ETF, 2021]¹⁵.

¹⁵ European Training Foundation (2021). Monitoring and evaluating work-based learning in vocational education and training. https://www.etf.europa.eu/sites/default/files/2021-12/monitoring_and_evaluating_wbl.pdf

3. Respond to learners’ needs

A second step for assuring quality in WBL is focusing on how to “Respond to learners’ needs”

03 Respond to learners’ needs			
What does the Building Block mean?	‘Call to action’ – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Continue to be aware of the specific needs of learners throughout their work-based learning	<p>How will we respond to learners’ ongoing or emerging training needs?</p> <p>How will problems experienced by a learner be resolved?</p>	<p>– Learners are more confident and feel more secure when there is a named member of staff to support them during work-based learning.</p> <p>– Quality is enhanced when VET schools keep in touch with learners during periods of work- based learning (and employers keep in touch with learners while they attend a VET school).</p> <p>– Quality is strengthened when learners are given the time and opportunity to provide feedback on their experiences, training and learning.</p>	<p>Matching individual needs of learners to the needs of employers brings benefits for everyone. Assigning a member of staff to support learners during work-based training strengthens the quality of provision and enhances the quality assurance process.</p> <p>Work-based learning enables VET providers and employers to design more individualised approaches to learning.</p> <p>Learner and employer feedback is part of a systematic approach to quality assurance during work-based learning. This feedback is used during training and at the end of the courses to improve quality.</p> <p>VET providers, employers and stakeholders need to work closely together during periods of work-based learning. In some situations this closeness is characterised by staff from VET schools visiting students and organising regular meetings with employers.</p>

Figure 4: Building block 3: Respond to learners’ needs - EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The “call to action” outlines the need to identify “*how will we respond to learners’ ongoing or emerging training needs*” and “*how will problems experienced by a learner be resolved*”.

Learner and employer feedback are fundamental to quality assurance during work-based learning and VET providers, employers and stakeholders need to work closely together during periods of work-based learning. Their feedback should be used during training and at the end of the courses to improve quality.

Some of the needs have been already identified within the NECTAR project. Enrolled chefs must practice in **public or private institutions and companies that cook not only for those with care needs but more in general related to the** collective catering (hospitals; residences for elderly; tourism; school or enterprise canteens) to:

- Manage suppliers and buy in sustainable food ingredients
- Screen, assess and monitor on client-level
- Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals
- Manage the kitchen and coordinate personnel
- Ensure quality of food and follow safety regulations
- Use and adapt cooking techniques to the specific care setting and client
- Communicate, interact and collaborate with clients and interprofessional team

The Chef Gastro-engineer (CGE) primarily produces tasty, healthy and safe meals that are appropriate for the end-users in a particular context. In healthcare, the CGE combines science, craft and art to manage all gastrological aspects of Primary Food Care (PFC). The chef engineers culinary cooking systems, as well as distribution and information/communication structures and processes,

including the designing, building, operating, maintaining, improving and innovating of these systems for the benefit of all end-users. Based on his/her primary professional profile, the CGE can do all this in a technical, organoleptic and nutritionally responsible way. At the same time, the CGE is taking all relevant quality requirements, food safety, socio-economic ecological aspects, and cultural embeddedness of food into account.

Aside to these preliminary needs analysis, specific and individual needs should be detected and fulfilled.

4. Communicate

According to the EQAVET Framework, *communication* is another crucial element for quality assurance in WBL.

04 Communicate			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training	How will organisations involved in training communicate with each other? How will partner organisations involved in training keep in touch with each other and with learners?	<ul style="list-style-type: none"> – Communication between partner organisations is one of the most important aspects of work-based learning. – The quality of training is enhanced when partner organisations work on the basis of 'no surprises'. – Learners should be as well informed as the organisations that are managing their learning. 	<ul style="list-style-type: none"> IT systems are important to ensure learners, employers and VET schools remain in contact during work-based learning. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure communication is effective. Formal agreements between VET schools, employers and other stakeholders are being used to strengthen communication during work-based learning. Learners are being seen as key stakeholders who have a stake in their own learning – this is particularly noticeable during periods of work-based learning.

Figure 5: Building block 4: Communicate - EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The “call to action” points out the need for different levels of communication (among partner organizations, between a partner organization and learners)

IT systems are important to ensure learners, employers and VET schools remain in contact during work-based learning. There is an increase in the use of real-time systems to improve quality, monitor progress and ensure that communication is effective in WBL: this approach, which allows to integrate traditional learning with practice learning and optimize the results, is usually named **Technology-Enhanced WBL**. Implementing a Technology-Enhanced WBL within your CGE courses, you should rely on a virtual environment which can support features such as:

- e-portfolio: this feature allows the teacher to have an online collection of electronic evidence (students' works) which let him/her evaluate student portfolios via Internet. E-portfolios, like traditional portfolios, can facilitate students' reflection on their own learning, leading to more awareness of learning strategies and needs;
- functionalities that support resource sharing (database);
- wikis or forums to allow asynchronous tutoring and peer-tutoring practices;
- instant messaging apps for synchronous tutoring.

You can dedicate an e-portfolio to reflect on and analyse the learning process. Students need to reflect on and analyse their own experiences or even the events that they have witnessed during

their WBL and use the critical incident analysis method. In addition, students need to be asked to conduct a literature review for evidence-based practice.

An e-learning platform can also support the WBL educational strategy. Innovative tutoring practices between teacher/trainer and students can be achieved by several means such as a mobile app used by both students and teachers/trainers.

5. Train the staff

Training the staff is a critical issue for every training path. The training of staff involved in WBL is a crucial aspect that, if neglected, undermines the quality of the entire initiative.

05 Train the staff			
What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Ensure staff are well prepared for their training role, which includes quality assurance	How will all staff be made aware of how quality is assured? Which staff will need training in relation to quality assurance?	<ul style="list-style-type: none"> – Quality is improved when all members of staff know that training is evaluated and reviewed regularly – Identifying those with responsibility for quality assurance helps – but it is not enough. Quality assurance should be seen as a shared responsibility. – Staff training should include guidance on how to manage a quality assurance process. 	<p>Training in both pedagogy and quality assurance is becoming more important for company-based staff.</p> <p>Training which supports company-based staff and other stakeholders to become more involved in assessment is important in many situations.</p>

Figure 6: Building block 5: Train the staff - EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The EQAVET “call to action” outlines the importance of trainers' awareness about “*how the quality is assured*”. Training is becoming more and more important, both in pedagogy and in quality assurance, for company-based staff, especially since employers' feedback is fundamental to quality assurance.

The CGE will be guided by different trainers or coordinators:

1. **WBL coordinator:** the WBL coordinator is responsible for coordinating the WBL activities; he/she is usually an administrative staff person of the VET provider. Students can contact the WBL coordinator for all questions concerning their practical training, their project and the WBL report. WBL mentors can contact the WBL coordinator for all questions about the students they are mentoring.
2. **WBL trainer:** as soon as a WBL trainer is assigned, he/she becomes the contact person of the WBL, for both students and WBL mentors; he/she is usually a trainer working for the VET provider. A WBL trainer stays in touch with the WBL mentor and the student. The main task of the WBL trainer is to supervise the process. This includes:
 - a. the WBL implementation according to the Curriculum and the selected LOs;
 - b. the monitoring of the systematic approach to WBL assignments;
 - c. laying the foundations for the WBL report together with the student;
 - d. mediating, steering and intervening in the event of problems.

In concrete terms, the **WBL trainer** is responsible for the following tasks:

- a. he/she organizes training visits;
 - b. he/she holds an interim discussion and evaluation of the WBL;
 - c. he/she reads and assesses the practical training report;
 - d. he/she conducts a thorough evaluation interview about the WBL with the trainee, including the WBL report;
 - e. he/she participates in possible WBL committee meetings.
3. **WBL mentor:** is an on-the-job teacher and advisor, working for the partner organization; mentoring links an experienced person (mentor) with a less experienced trainee; the mentor demonstrates how to do a job and this relationship fosters the trainee's abilities, career development, and professional growth; he/she is mainly responsible for the substantive supervision of the WBL on-the-job. He must be involved in the student assessment and in possible WBL committee meetings.

In order to offer an high quality WBL in CGE courses, **candidate WBL trainers** who are staff of the VET providers should be trained or at least sensitised about:

- What competences/learning outcomes can be meaningfully addressed by WBL?
- Which kinds of WBL experiences exist? Which of them better fit the addressed competences/learning outcomes?
- How can the chosen WBL experience be effectively designed? What are the components (WBL form, duration, student's independent study, assessment, feedback) that have to be considered?
- How can the student be effectively supported during the WBL and how should the learning environment be orchestrated?
- How should the learning process be monitored and evaluated and how should students be assessed during and at the end of the WBL?

Although the WBL setting is crucial and has the power to make WBL an effective experience, WBL cannot reach its full potential if students are not provided with an appropriate WBL mentor. To this end, it is important to make sure that the WBL mentor:

- allows students to take control of their own learning;
- empowers students to make changes in their practice learning experience;
- is sufficiently qualified;
- encourages students for informal interprofessional learning at their WBL experience.

It is generally advisable to accurately identify contexts and tutors for the WBL. WBL mentors should preferably be chefs with experience gained in the primary care field.

Well-designed work-based learning activities have clearly identified learning outcomes and a method for assessing whether learning has been achieved, through formal or informal assessment. These outcomes are based on employers' expectations for future workers.

6. Assess the learners

Assess the learners is one of the most important steps for quality assurance in WBL.

06 Assess the learners

What does the Building Block mean?	'Call to action' – have you decided?	Key Issues about factors for success	Main messages Suggesting new ways forward
Work with partner organisations to review the work-based training programme and to assess and certify individual learner achievements, where appropriate	<p>What type of assessment will be completed by the learner?</p> <p>Who will assess each learner – and has the learner been informed?</p> <p>What does a learner have to demonstrate to 'pass' or complete the training?</p>	<p>– Views on an individual learner's achievement can vary: quality is improved when there is an agreed process for resolving any differences before they occur.</p> <p>– The quality of the learner's experiences and the accuracy and validity of their assessment is strengthened when there is a clear statement of which learning outcomes, standards or competences need to be demonstrated.</p>	<p>VET schools expect employers to be involved in assessment. For many VET schools, employer involvement is an essential part of work-based learning.</p> <p>Assessing learners while at work is one aspect of the assessment of practical skills and professional competences which are essential for VET qualifications.</p> <p>Assessment during work-based learning should be based on a pre-determined set of competences and skills. Agreement on the focus of assessment improves the quality of training and work-based learning.</p>

Figure 7: Building block 6: Assess the learners - EQAVET - Quality assuring work-based learning [EQAVET, 2012]

The “call to action” focuses on “*the type of assessment*” and “*the actors of such process*”.

A range of different methods can be used to assess achievement resulting from work-based learning; the choice will link to the specific learning outcomes and whether the focus is on the content of learning, the process of learning or both.

In NECTAR project some tools have been delivered to support the identification of the LOs which will be targeted “through WBL” and thus will be assessed adopting a “WBL assessment method”; in particular:

- the *Assessment Table* points out for each LO the suggested assessment methods, including the “WBL assessment method”;
- the Flexibility Tool allows designers to specify the selected assessment method for each LO.

Here below are some suggestions for possible approaches and tools¹⁶:

- **Self-assessment:** often formative rather than summative and should promote reflection on the learning undertaken.
- **Assignments and projects:** any task must be directly linked to the learner's work content and context and, as with all assessment, include clear criteria.
- **WBL Reports:** these can relate to distinct aspects of the work-based learning and can be designed to develop the skills of writing as well as measure the veracity of the content
- **Portfolios:** portfolio assessment comprises a focussed collection of work and can be used to achieve two distinct purposes: a developmental portfolio if organised to show student learning or a showcase portfolio if based on samples of a student's best work. Ideally the student will be involved both in selecting the work and deciding the criteria that are used to judge the work. In addition, the portfolio should include evidence of student self-reflection on the content and process. They can be used to:
 - specify or negotiate intended learning outcomes clearly

¹⁶ Warwick Academic Development Centre – Work-based assessment
https://warwick.ac.uk/fac/cross_fac/academic-development/assessmentdesign/methods/workbased/

- propose a general format for the portfolio
- specify or negotiate the nature of the evidence which students should collect.
- **Student diary/learning journal** is a useful tool both for teachers and students. Compiling a diary/journal related to their experience, students are pushed to reflect on their experience. Reflection is a metacognitive process in which professionals and students actively and purposefully consider their feelings, reactions, thoughts, beliefs, knowledge, responses, and experiences. The reflection process enables learners to revisit and analyse their experiences and develop new knowledge, approaches, skills, ways of thinking, and attitudes. Research in the field of social work, highlights that writing a diary encourages students in higher education, to critically analyse course content. It also encourages students to take greater responsibility for learning, as well as helping to stimulate self-awareness and cultural sensitivity. Students' diaries may represent a tool for teachers' formative assessment
- **Dissertations and theses:** these are traditional academic methods to assess understanding and capability of learners, in addition to their ability to conduct research, analyse and present findings.
- **Oral presentations:** the use of oral presentations allows the learner to demonstrate communication skills as well as presenting their findings and their understanding of a project.

Another useful tool is the **learning contract**: the contract is drawn up by the WBL coordinator, the WBL tutor, the WBL trainer and the learner and provides an ideal opportunity for differentiating learning. In fact, it is specific to the individual and focuses on the intended learning outcomes.

CONCLUSION

The CGE course is a VET program, which means that work-based learning represents a crucial part of the education path and refers to the students' learning during a real work experience. In European countries, there are multiple types of practical trainings which can be paid or unpaid, embedded in a permanent employment contract (such as the apprenticeship), or which are part of a study program (stage/internship).

During the practical training, students experience real work situations in their field of study with the purpose of acquiring and developing specific competences thanks to the opportunities given by the informal interprofessional learning environment.

Even though students that are enrolled in the CGE training already have experience in the culinary world, it is necessary for the CGE to carry out internships in fields that do not only focus on catering and hospitality, but also on health and care. This can also help establish a stronger connection to potential employees.

Therefore, work-based learning activities are connected to learning outcomes and to a method of assessing whether the learning has been achieved, that can be formal or informal. These outcomes are based on employers' expectations for future workers.



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