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Erasmus+ “WBL for higher education system in Mongolia towards better employability of university graduates”

(MONGWBL) project

WBL Flexible Apprenticeship Model of Tourism Program

(To be implemented within the range of the project)

2022 – 2023 academic year

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Ulaanbaator

2022

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TERMS & DEFINITIONS

In WBL implementation, terms are usually understood through the following explanations.

Work-based learning /WBL/ refers to educational strategies that combine elements of learning in the workplace with classroom-based learning and provides students real-life work experiences to apply academic and subject related knowledge, develop generic, employability skills and competences contributing to the professional development and preparation for direct employment after graduation.

Program coordinator - responsible employees for WBL implementation by enterprises or companies or HEIs;

Supervisor – appointed teacher assigned by HEIs for WBL with the function of effectively advising and providing information to the program students;

Facilitator – appointed person by enterprise or company for effective WBL management, guidance, training and teaching the program students;

Student - A student at bachelor's level of HEIs;

Higher education institution /HEI/– An educational body which carries out higher education activities based on legally approved study programs;

Enterprise or company – A state-registered legal entity obliged to pay income tax, such as an industry owned by the local government and state, cooperative, partnership and company engaged in business activities; (An enterprise may be a corporation, a quasi-corporation, a non-profit institution, or an unincorporated enterprise)

Employer – People who employ one or more paid employees in the operation of their businesses or trades.

Academic Traditionally pertaining to the liberal arts fields but more recently used to relate to all instructional activities as distinguished from non instructional activities

Credit A set learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programs or qualifications. It is a measure of the volume of learning required for a qualification or part qualification, qualified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification.

Learning outcomes – The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education program;

Study plan – A coherent set or sequence of educational activities designed to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period;

Assessment method(s) – A strategy or technique for the gathering of evidence (competency) assessment, such as a knowledge test or a checklist of practical performance;

Trilateral Agreement for WBL – A signed agreement concluded between HEI, student and enterprise.

1. INTRODUCTION

Implementing a work-based learning system in Mongolia during the student's undergraduate studies has the advantage of allowing them to graduate with skills and attitudes that fulfill the needs and requirements of the labour market. Through WBL enterprises will have the possibility to employ experienced graduates without having to waste time in training.

WBL programs equip students with necessary and post-secondary education to acquire employability-related competencies in the workplace. WBL programs often combine classroom or classroom-based learning activities.

Such activities will appoint a position, providing opportunities to accumulate work experience, general competencies required for the workplace, and extensive instructions regarding the technical industry and service industry.

To introduce the WBL program model into the higher education system of Mongolia, the following contents are defined. Including

1. Introduction and organisation of the program
2. Requirements for the students to participate in the program
3. Requirements for teachers
4. Requirements for mentors in enterprises
5. Mastery skills
6. Student assessment
7. A tripartite agreement between universities, employers, and students
8. Graduation papers.

If a student passes the requirements of that program, they will then be enrolled in this WBL program.

2. INTRODUCTION AND ORGANISATION OF THE PROGRAM

WBL will allow students to use the theoretical knowledge acquired in the course, acquire professional skills and competencies, grow as individuals, develop specific workplace characteristics within a professional field, and participate in the actual process of producing goods and providing services.

In the organisation and the labour market, WBL supports the cooperation between universities and specialised business organisations, including the training of qualified specialists.

The following points are considered when implementing the WBL program.

1. The organisation of the WBL program will be established responsibility through the university and will be cooperated with business and social partner organisations.
2. The WBL program will be implemented during a certain period of the academic year. The duration of the WBL will follow academic requirements and be related to the theoretical training period.
3. The university will be fully responsible for the WBL program. The partner enterprises will define, monitor, and coordinate the process. This includes the responsibilities and standards of the WBL.
4. A certain percentage of the credit hours evaluation that is included in the academic program, will be obtained by participating in the WBL program. Assessment of credit hours of the WBL program can be calculated and determined in collaboration with the partner enterprises.
5. 25-30 hours of workplace training will be considered as 1 credit hour.
6. The certificate of successful completion of the WBL program is an official document representing the competence recognized by relevant authority figures.
7. The curriculum, modules, learning outcomes, and assessment models should be carefully planned.

The activity of cooperation and communication with enterprises

1. The rights and responsibilities of enterprises, companies, and governmental and non-governmental organisations in the implementation of the WBL program are defined.
2. The threshold criteria for selecting companies to implement the WBL program must be determined.

3. The WBL program must be approved by the director of the university.
4. The WBL program is responsible for providing management, organisation, and training activities for program implementation.
5. The appointment of a supervisor and a guidance teacher will be provided from the set hourly fee of the student participating in the WBL program.
6. The WBL program will have leader teachers responsible for selecting and employing according to professional requirements.

The purpose of the WBL program in the professional tourism sector is to strengthen the theoretical and methodological tourism knowledge acquired in the classroom through practical activities and to participate in the activities of the tourism organisation. As well, the WBL program will provide students with professional experience and skills through workplace training.

Level of learning:	Undergraduate
Season:	2-7
Credit hours:	Not less than 20 credit times

Organisation of training

The goals and objectives, requirements, practical activities, and results to be achieved in the WBL program will be determined by the university in cooperation with professional organisations according to the curriculum.

According to the industry development and employer requirements, the learning outcomes determined by the university curriculum and WBL curriculum may change.

Vocational training activities at the enterprise may be simultaneous or sequential in school classrooms, in accordance with the given organisation's products and services. The duration and plan of the training will be planned based on the exchange of opinions with the teacher and employer in charge of the program.

The WBL program transition training will be organised based on the organisation's production cycle, the operation of relevant departments, and their designated time specified in the training plan.

For undergraduate students studying in the tourism sector, transferring to the department of the organisation will allow them to achieve their desired learning outcomes by participating in complex activities that tourism and hospitality services offer.

If the WBL program is included in the same institution, there will be an internal transfer of practical training.

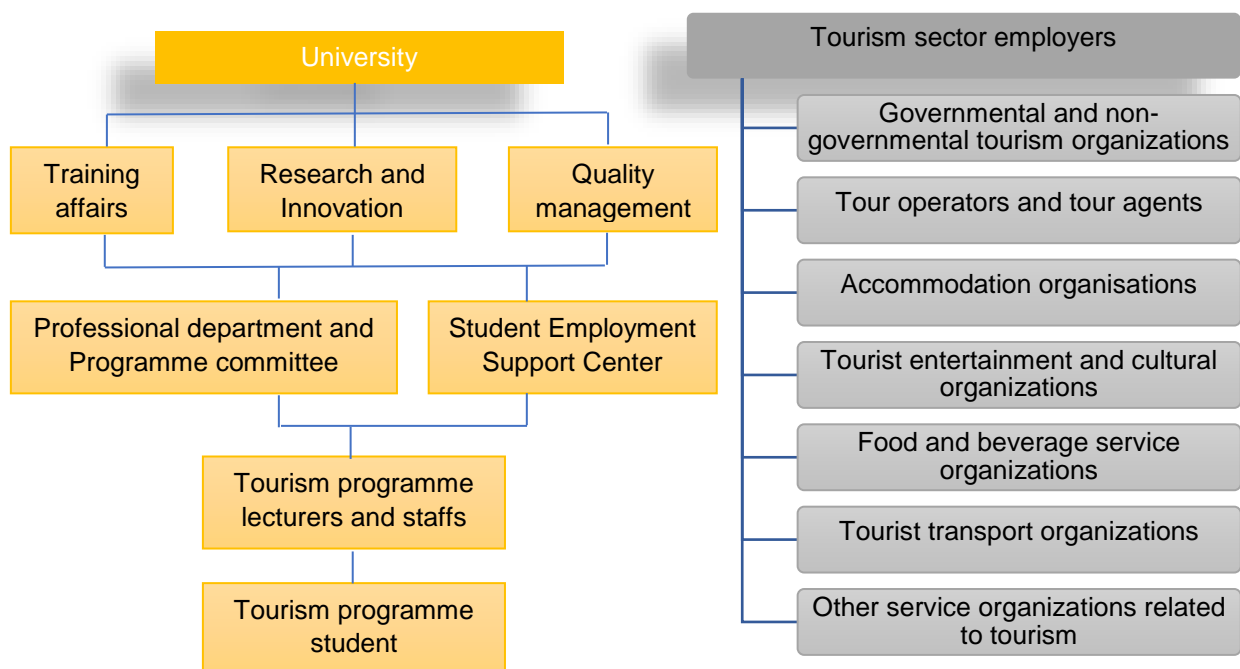
The WBL program unit and department transfer practice will be decided based on the characteristics and functions of the organisation's products and services, as well as the time specified in the training plan. Students in the field of tourism will have the opportunity to practice in many departments of tourism and hospitality organisations, participate in all services designed for tourists, and achieve the desired learning outcomes.

If the tourism and hospitality service organisation cannot fulfill its obligation to provide the required professional skills, the training results will be transferred to a partner organisation (external transfer). The transition will be decided together with the teacher responsible for the theoretical training of the WBL program and the coordinator and facilitator of the enterprise.

Workplace Based Training will be organised among the following stakeholders.

The program executing unit:

- Teachers
- Employer
- Student
- Ministry of Education and Science, Ministry of Labour and Social Protection



Structure and organization for the implementation of the WBL program /stakeholders/

The following policy documents will guide the implementation of the WBL program.

- Laws, rules, and regulations approved by the Parliament and the government (Resolution A/160 of the Ministry of Education and Science))
- Regulations of undergraduate programs of universities
- Rules of operation of the Student Employment Support Center
- Domestic rules of employer organisations.

Process design and timing for the implementation of a work-based learning program



- ✓ *Student admission to the university. Students must have graduated from elementary school. Students will be admitted to the tourism major if they meet the general admission requirements and the university's eligibility criteria scores.*
- ✓ *Acquisition of professional theoretical knowledge. At least 45 hours of study. The hours include baseline educational courses and professional courses specified in the curriculum.*
- ✓ *To participate in WBL and acquire professional skills. According to a tripartite agreement between the university, training organisation, and the student*
- ✓ *The student will become a specialist with work experience, mediation jobs, and employment mediation.*
- ✓ *The student will meet the requirements of the labour market.*

Within the tourism program, there are four types of WBL as follows

Include:

- 1. Hospitality practice*
- 2. The practice of guide, interpreter, and translators*

3. Practice working as a tour operator and tour agent company

4. Research work practice

A one-time training practice lasts 1-2 months, and the total duration of the WBL is not less than eight months.

Table 1. Implementation design and timing of the WBL

Type of practice	Purpose	Training company	Course	Start and end times	Duration
Visiting services	Acquaintance and practice with hospitality service organisations	<ul style="list-style-type: none"> - Hotel - Tourist camp - Restaurants - Guest house - Camp - Hospitals, etc 	1 st course	From July 1 st to September 1 st	2 months
			2 nd course		2 months
			3 rd course	December	1 month
Guide, interpreter, translator	Travel guide, interpreter, translator	<ul style="list-style-type: none"> - Tourism organisation - Museum - Administration of tourist destinations 	3 rd course	Between January and February	1 month
				From June 1 st to August 1 st	2 months
Tour operator and agent	Acquire comprehensive knowledge and skills of tourism organisation services	<ul style="list-style-type: none"> - Tour operator - Tour agent 	3 rd 4 th course	From August 1 st to October 1 st	2 months
Research work	Independently conduct various research and analysis of the tourism industry	<ul style="list-style-type: none"> - Government organisations - Private sector organisations - Non-governmental organisations 	4 th course	From November 1 st to December 1 st	month

3. REQUIREMENTS FOR STUDENTS TO PARTICIPATE IN THE PROGRAM

The student who will be an intern at the work-based training has completed the first year course and has studied the necessary professional courses. The training practice includes four types of practice and will start from the summer season of their first year. A student participating in the WBL program must adequate the following requirements.

- A grade point average of 2.4 or higher
- Students must have studied at least 45 credit hours and satisfactory grades before applying for the WBL.
- Should not have any ongoing and past courses with low grades
- The student's tuition fees must be fully paid.
- To adequate basic skill requirements for the workplace.
- Be free of any ethical lapses.
- Must have chosen the right employer.
- A student participating in the WBL program has the same responsibilities as a full-time employee of the employer.
- If you are going to apply for the second time, the previous year's WBL program assessment has to be taken into consideration.
- Develop personal skills and accumulate professional knowledge to meet the requirements and criteria of the WBL program and the company.
- To be involved in applying for the program.
- To conclude a tripartite agreement to participate in the WBL program.
- To acquire professional skills and develop personal abilities in the process of WBL.
- To do thesis research and other academic work.
- To cooperate with the supervisor and mentor in order to fulfill the assigned tasks during the WBL period.
- To complete whole work-based learning.
- To write and defend a practice report for the WBL program.

REQUIREMENTS FOR TEACHERS

In order to realize the goal of organising an effective WBL, the person responsible for WBL has to be appointed by the program implementer. The teacher of the WBL program will organise and manage the workplace training plan based on professional knowledge and skills. The supervisor, provided by the organisation, must have a master's degree or higher and at least three years of experience working at a university, who will work alongside a mentor teacher from an enterprise organisation.

Responsibilities of the university supervisor teacher:

- Before the start of the school year the teacher must work with the WBL of the Company facilitator and mentors to confirm the ASC schedule and transitions.
- To plan and coordinate the lesson plans for the teachers of the WBL.
- To prepare the WBL schedule in cooperation with WBL teachers and determine semester transitions by working alongside relevant departments of the organisation.
- To organise training on WBL teaching methods for enterprise facilitators and teachers.
- To vote for students to allow in the program.
- To organise and participate in student meetings and training.
- To monitor and assess the process of the WBL.
- Responsible for making suggestions for further improvement on the annual report regarding work done in the WBL according to the university curriculum.
- To cooperate and communicate with the mentors and teachers responsible for the workplace-based training of the enterprise.
- To assist the mentors in charge of the enterprise in pedagogy, assessment, and organisational matters.
- To control the activity of the mentor teacher.
- To advise students on issues related to the practical training of the enterprise using the theoretical knowledge acquired at the university.
- To support the students to familiarize themselves with the main areas of activities of the enterprise, production processes, organisation, and implementation.

- To participate in the assessment of students acquired skills and competencies through WBL.
- To monitor on-the-job training and participate in problem-solving as needed.
- To assist students in preparing WBL reports and thesis.
- Responsible for the overall implementation of the WBL program.

At the beginning of the academic year, the teachers of the WBL will introduce the main elements of the program and the organisational plan. The meeting will be discussed in advance with the selected students, and the company facilitator, and confirmed by the relevant department.

Every year, the teacher in charge of the WBL will prepare an annual work report and make suggestions for improving the organisation of the WBL.

The teacher in charge of WBL shall visit the enterprise at least three times per academic year. The university will guarantee related expenses. If it is not possible to visit the enterprise in person, communication can occur through other forms.

The purpose of the personal visit is to identify and understand the situation and difficulties faced by students and mentors, to assess the implementation of the WBL in the company, to investigate the student's individual attitude, and to discuss the evaluation of the results of workplace training.

As a result of discussions with students and mentors during the personal working hours of the WBL teacher, the teacher will fill out the "Checklist." The information gathered will be used to further progress the student through overcoming possible difficulties and improving behavior.

"Visit-checklist" of the teacher of the WBL

To be filled in by the teacher of the ABCs.

Purpose

- To understand the situation and problems faced by the student and the mentor of the internship (mentor, internship supervisor teacher).
- To assess student performance and personal behavior in collaboration with the internship mentors.
- To assess the performance of the student's professional duties with the internship mentors.
- To assess the organisation's WBL.
- To discuss the evaluation of practice results.

General conditions and possible difficulties

1. Student growth

.....

2. The problem faced by students

.....

3. Challenges faced by a mentor of practice

.....

4. Guidelines and recommendations for further improvement

.....

Assessment of student behavior

Evaluation score: 5-excellent, 4-good, 3-sufficient, 2-insufficient

List of personal skills	I step	II step	III step
Communication ethic			
Time management			
Personal organisation			
Professional ethic			

Honesty			
Individual expression			
Continuous development			
Initiative			
Decisiveness			
Versatility			
Consciousness			

<p>Mentor</p> <p>.....</p> <p>surname, name</p> <p>.....</p> <p>Signature</p>	<p>Supervisor</p> <p>.....</p> <p>surname, name</p> <p>.....</p> <p>Signature</p>	<p>Student</p> <p>.....</p> <p>surname, name</p> <p>.....</p> <p>Signature</p>
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Location,,, 2023

In order to effectively organise the work of WBL teachers, specific hours of “Support to WBL” will be allocated in the relevant curriculum, supporting the organisation through practical training in the workplace.

4. REQUIREMENTS FOR MENTORS IN ENTERPRISES

Enterprises will provide the necessary materials and human resources for the effective implementation of WBL.

According to the planned work and expected results, the WBL mentor will transfer the student to another department and recommend a trainer (consultant).

The WBL mentor will ensure the application of practical training and organise relations between enterprises and universities.

The head of the enterprises shall select the guiding teacher based on the following criteria when implementing WBL. The mentor must fulfill the following requirements.

- Has applied to become a mentor for work-based training

- Worked in the given position for at least five years, the last two years of which have been in the given organisation;
- Be able to set a good example for others;
- Have received a certificate by participating in the mentor training;

WBL mentor will review and validate the daily performance evaluations submitted by the students participating in the WBL. Also, fill out the assessment sheet for differences in the results of the WBL.

The WBL performance evaluation sheet in the bachelor program of “Tourism”

The mentor fills in

Within the framework of WBL, each student will be evaluated as “completed” or “not completed.” This will be calculated on planned work performance and results, acquired skills, and competencies in the student’s workplace.

№	Planned within performance		Score	
	Work	Required skills and competencies	Performed	unperformed
1. expected results from training 1				
1.1	-	-		
Average final course grade				

Mentor

Name Signature
 Location,,, 2023

Evaluation sheet for the difference in results of the WBL of the “tourism” program

The mentor fills in

The performance of the work planned in the workplace and the skills and competencies obtained as a result will be evaluated for each student in a hierarchy reflecting the evaluation table of "excellent", "good", "satisfactory", and "unsatisfactory." The average rating will be calculated at the end of the training.

	Scheduled for execution		Score			
	work	Required skills and competencies	Excellent: 9-10 points	Good: 7-8 points	Sufficient: 4-6 points	Insufficient: 1-3 points
1. expected results from training 1						
1.1	-	-				
Average score						
Average final course grade						

Mentor: surname, name Signature

Location.....,,, 2023

- Working in regular contact with the supervisor of the WBL got acquainted with the “tourism” curriculum and evaluation system.
- To explain the general principles and approach to the organisation of departmental work
- To organise and monitor the performance and participation of the work specified in the curriculum
- To provide students with professional knowledge and skills
- Responsible for supporting student integration in the organisation, helping students find solutions to their professional problems, organising discussions with other experts, and assisting in thesis preparation if necessary.
- If a student with a disability participates in WBL, the workplace will accommodate the necessary arrangements determined through their condition. As well, appropriate measures should be taken by the university to help the student adapt to the company and work effectively.

5. MASTERY SKILLS

Students participating in the Work-Based Learning program must acquire the following skills in each internship.

Type of practice	Training organisation	Grade	Start and end times	Duration	Related course	Professional skills to be awarded	Individual approach
Hospitality	<ul style="list-style-type: none"> - Hotel - Tourist camp - Restaurant - Guest house - camp - hospitality camp 	1 st grade	From July 1 st to September 1 st	2 months	Basic professional courses of tourism and hospitality	<ul style="list-style-type: none"> - Methods of serving tourists in hospitality organisations - Order acceptance, termination and billing - Knowledge of the service department - Waiter skill 	<ul style="list-style-type: none"> - Time management - Communication ethics - Document preparation - Personal organisation - Professional ethic - Versatility
		2 nd grade		2 months			
		3 rd grade	December	1 month	Management of hotel and restaurant	<ul style="list-style-type: none"> - Barista, bartender - Waiter skills - Knowledge of the service department 	
Guide, interpreter, translator	<ul style="list-style-type: none"> - Tourism organisation - Museum - Administration of tourist destinations 	3 rd grade	From January 1 st to February 1 st	1 month	Travel guide, interpreter, management of destinations, foreign language courses	<ul style="list-style-type: none"> - Check in, check out - Travel guide - Make an explanation - To translate - Billing - To make safety condition - Risk management - Resolution of complaints and suggestions 	<ul style="list-style-type: none"> Communication ethic Professional ethic Self organisation Initiative Decisiveness Understanding and listening to others Learning every new thing
			From June 1 st to August 1 st	2 month			
Tour operator and agent	<ul style="list-style-type: none"> - Tour operator 	3-4 th grade	From August 1 st to	2 month	Tourism management, Tourism	<ul style="list-style-type: none"> - Travel products planning, sales, 	<ul style="list-style-type: none"> - Time management

	- Tour agent		October 1 st		marketing, tourism law	<ul style="list-style-type: none"> - calculation, get research and conclude - Regulation of cooperation agreement of tourism organisations - Correspondence 	<ul style="list-style-type: none"> - Initiative - Confidentiality - Consciousness - Express yourself - Focus on solutions rather than problems - Attention to customer demand
Research work	<ul style="list-style-type: none"> - Governmental organisation - Private organisation - Non-governmental organisation 	4 th grade	From November 1 st to December 1 st	1 month	Research methodology, tourism marketing	<ul style="list-style-type: none"> - To do various type of tourism market research - Processing of research results - Reporting of research results 	<ul style="list-style-type: none"> - Honesty - Continuous development - Express yourself

6. ASSESSMENT OF STUDENTS

It is crucial to assess student work performance to determine acquired skills throughout the process of WBL. The performance evaluation will be judged through the assessment criteria. This criterion is developed through the mutual agreement of the university's WBL coordinators. It will meet the requirements of the university and will be transferred to the evaluation system of the university.

The evaluation criteria is corresponding to the national branch qualification requirements for a bachelor's degree. The supervisors and the mentor teacher will organise two meetings with the student on how to conduct the assessment at the beginning and the end of the WBL.

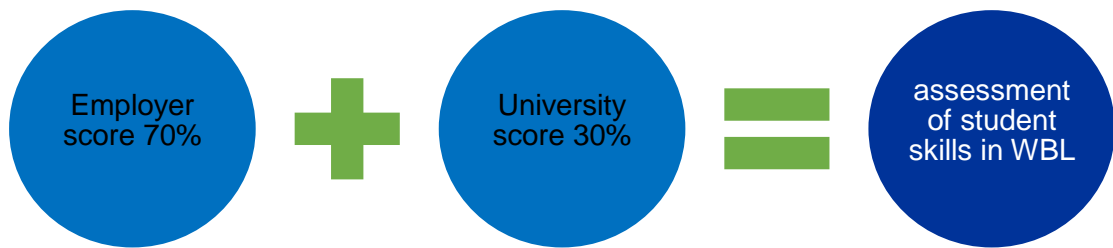
The evaluation criteria must correspond with the national branch qualification requirements for a bachelor's degree.

Work performance and acquired skills will be evaluated as "completed" or "not completed."

The university may offer evaluations of differences in performance and results. In this case, the student performance and results are evaluated as "excellent," "good," "sufficient," and "insufficient."

<i>Assessment or score</i>	<i>Criterion</i>
Excellent: 9-10 points	<ul style="list-style-type: none"> - To complete the assigned work and make appropriate observations and accurate conclusions; - To perform tasks according to learning result criteria; - To fully understand the issues, workflows, and components facing the professional sector; <ul style="list-style-type: none"> - To demonstrate organisational work skills, ensure orderliness, and display cleanliness of the workplace; - To able manage conflicts; - To able to manage time as efficiently as possible;
Good: 7-8 points	<ul style="list-style-type: none"> - To perform assigned tasks correctly and to make appropriate observations and conclusions; - To perform the criteria of learning results but displays work performance with minor errors. -To fully understand the issues, workflows, and components facing the professional sector; - To demonstrate organisational work skills, ensure orderliness, and display cleanliness of the workplace; - To able to manage conflicts; - To able to manage time effectively;
Sufficient: 4-6 points	<ul style="list-style-type: none"> - To perform assigned work with minor errors, make judgments with insufficient observation; - To perform tasks with minor errors according to the performance criteria of each learning results; - To have a general understanding of the problems of the professional field, the work process, and its components; - Organisational-work skills are insufficient to perform their functions in the workplace, and the order in the workplace is partially ensured.
Insufficient: 1-3 points	<ul style="list-style-type: none"> - To perform work with significant errors, makes incorrect observations and conclusions; - To perform practical work incorrectly; - Incomplete and incorrect understanding of the problem and work process; - To manage organisation-work skills very incorrectly, does not maintain work order and clean surrounding;

The final grade of the course will be combined with the assessment of the classroom course and the WBL.



Assessment model

- When evaluating the work of students participating in the WBL, procedures related to the internal performance management of the employer will be the basis.
- The participating student will be evaluated by the mentors through the specified approved work plan.
- A written warning letter will be given to the student if the evaluation of the student's work performance is 75% or less.
- If the evaluation of the student's work performance is 75% or below two times in a row, contract termination measures will be taken.

The evaluation will be given as below.

- The evaluation of the student's work performance will be done in the presence of the student at the end of the assigned task, and the mentor teacher will make a written evaluation and present it to the immediate supervisor.
- At the end of each training phase, the facilitators and supervisors summarize the evaluation of that phase.
- The mentor teacher will mark and evaluate the students learning according to the evaluation model specified in the WBL training manual.
- The direct supervisor will confirm the evaluation of the student's work performance and present it to the supervisor teacher.
- At the end of the WBL, students will be evaluated by a satisfaction survey, mentors and supervisors, and the WBL program.

All documents related to the WBL program will be kept in the student's file, which consists of the following documents:

- a. Evaluation of student work performance;

- b. Integrated assessment at the end of each training stage;
- c. Certificate of completion of work-based training package hours.

The student who participated in the training can be rewarded based on the evaluation of the mentor teacher and curriculum leader.

TRIPARTITE AGREEMENT BETWEEN HEI, EMPLOYER, AND STUDENT

The WBL will be organised in accordance with the tripartite agreement concluded between the university, the company, and the student. The tripartite agreement will define the training and learning conditions, as well as the rights and obligations of the participating parties. As well, students' salaries and incentives will be regulated in the tripartite agreement. If the contract is signed, the university administration will approve the assignment of the student to the WBL.

The pattern of the tripartite agreement for the implementation of the WBL

Location, 2022.:

Agreement on the one hand..... (hereinafter referred to as higher education institution) (Address: Mongolia,, phone:, e-mail:) on behalf of the director of the university....., on the other side (hereinafter referred to as "organisation") (address: Mongolia,, phone:, e-mail.....) representing the CEO of the company andstudent (hereinafter referred to as the student) (address: Mongolia....., phone: e-mail:) is made to regulate relations.

First article: Subject of agreement

1.1. The subject of the agreement is to organise WBL for obtaining the qualification of a company as a/an ...

Second article. Objectives, implementation, and duration of the WBL

2.1. The purpose of WBL is to put the student's theoretical knowledge into practice, as well as develop their personality and professional skills through training in the company and gaining work experience. Practical training will correspond to the results of WBL, as described in the 2nd Appendix of WBL.

2.2. The company appoints for ensuring the implementation of WBL, (surname, name)..... as an internship coordinator for the position of..... (Tel:, E-mail address:))

2.3 The university appoints (surname, name)..... as the responsible person for WBL (Job title:, Tel:, E-mail address:))

2.4. WBL will be organised from (MM/DD/YYYY), 2022 to (MM/DD/YYYY) 2023.

Third Article. Responsibilities of higher education institutions

3.1. If possible, the content, duration, and format of WBL should be consistent with the production phase and organisational priorities.

3.2. We will support the organisation with the necessary planning and further training methods to organise WBL.

3.3. At the beginning of the academic year, the company will organise methodological training for mentors.

3.4. At the request of the institution, the university is responsible for maintaining the confidentiality of the work, the results of the internship report, and other information obtained during the assessment visit on the WBL practices.

Fourth Article. Responsibilities of the student

4.1. During the internship, the student-trainee /intern/ is obliged to comply with the internal regulations of the organisation, the instructions of the coordinators and mentors of WBL, as well as comply with labour discipline, working hours, and safety rules. The student is also responsible for respecting the confidentiality of documents and information in their possession.

4.2. At the request of the educational institution, the student-trainee /intern/ is obliged to maintain the confidentiality of the work report and the results of WBL practice. Also, the results of the work may not be used for personal or other purposes.

4.3. If the student-trainee /intern/ misses work due to illness, force majeure, or other valid reasons during the period of practice WBL, they must submit a document /medical certificate or other valid documents. They are also obliged to notify the employee responsible for WBL and the university within 3 days after finding out the reason for the absence from practice. Also, on returning to practice, they must transfer the original documents to the company and a copy to the university employee.

Fifth Article. Responsibilities of organisation

5.1. The organisations must fulfill the following criteria:

- o work that should be done by the student
- o student participation in work performance
- o practical training of students

5.2. The organisation must coordinate and direct the student's work.

5.3. The student's work, results and disciplinary assessment will be permanently recorded, and the final assessment will be done in collaboration with the university.

Sixth article. Salary

The educational institution will not pay students for their status. However, the company may give the student cash awards or incentives at its discretion. The amount of money will be determined by the company.

Sixth article. Assessment of the WBL

6.1 At the beginning and at the end of the WBL, a joint meeting will be held in the company with the participation of coordinators, supervisors, mentors, and full-time teachers of WBL and students.

6.2. At the end of WBL, the student must complete a WBL report and documentation that meets the general criteria of the theoretical curriculum.

6.3. The scope of the WBL report will be determined in a meeting between the students, the mentors, and the teacher of WBL.

6.4. The company will issue a certificate specifying the duration of the WBL.

Seventh article. Termination of the agreement

The stakeholders have the right to terminate the contract if one of the stakeholders violates the contract. Termination of the agreement shall be effective upon written notice.

The eighth article. Confirmation of agreement

8.1 The contract is made in three (3) originals.

Company	University	Student
.....
Surname and first name	Surname and first name	Surname and first name

Assessment of students Graduation thesis

The internship report of the WBL will reflect the implementation of the knowledge acquired in the higher education institution in the workplace, the ability to address problems in a professional direction, the ways to solve such issues, and further recommendations. There is also an analysis of experience accumulated through professional activities.

In addition, there is a summary of actual work that is realistic, reasonable, critical observation, implementation, and analysis of the profession's problems.

Example of WBL practice training report

Structure	Criterion
Title and page	The form must be filled in accordance with the format set by the university and includes information such as students, professions, WBL institutions, WBL faculty, and mentors.
Content	Displays work sequence, including attachments.
Introduction (up to 5 pages)	The introduction includes the theory of the topic, goals, relevance of the topic /the question that the practice report is trying to focus on and solve by the student/, research methodology /materials, main and auxiliary equipment, process selection, etc./, as well as the rationale for solving the proposed problem.
Company (up to 10 pages)	The structure, legal status, history, direction of operations, technical-economic system (production equipment, human resources, etc.), financial-economic activity indicators, market environment, and legal regulation of the industry and other relevant aspects of the organisation receiving the intern data will be included.
Analysis of implemented work (30-35 pages)	It will be presented depending on the field of professional activity of carrying out the work, methodology, used methods, and obtained results. It will also identify problems that have arisen during the performance of the work and will offer theoretical and practical solutions. The experience reached during the internship will be based on the research results, and recommendations will be made to improve the organisation's activities.
Conclusion: analysis of accumulated experience (up to 3 pages)	It contains personal and professional experiences, skills, difficulties encountered in the workplace, the theme of final graduation work, and professional activities obtained as a result of WBL.
Appendix	The appendices are intended to enrich the work. Additional explanatory tables, diagrams, images, and documents, as well as student-generated materials, are included in the appendices.

Format and other requirements of Work-Based Learning report

- WBL practice reports are available in printed and electronic form (PDF format)
- Page size: A4 (210mm x 297mm) Space: left 3.0cm, right 1.5cm, top 2.0cm, bottom 2.5cm.
- Print on one side of the paper only. The text is Unicode font size 12 and line spacing 1.5.
- Chapter titles should be written in bold and capital letters. Each chapter starts on a new page. Paragraphs are 1 cm.
- The appendix should be a complete file. Page numbers are numbered starting from the content page
- Tables, figures, diagrams, and appendices have captions with numbering

- Caption of figures and graphs should be written in 10 pt font size and centered at the bottom of the figure. The caption of the table is in the upper right corner.
- Reference: A list of references is included at end of the text. Author's name with the first letter of the author's surname, the full title of reference material, the title of book, article, journal, or a commonly accepted abbreviation, the place of publication, the publisher, the date of publication, number of volumes, and page numbers are indicated in reference. The website address and online source are also mentioned in the reference. Also, follow the example when making footnotes.