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B/49: WORK-BASED LEARNING: BRINGING TOURISM COMPANIES AND COMPETENCIES TOGETHER

Sra. Daniela Freund y Sra. Zaida Rodrigo

Universitat Ramon Llull

A.GENERAL DATA

Title: Work-based learning: bringing tourism companies and competencies together

Lecturing team: The subject leader is Mrs. Daniela Freund (daniela.freund@tsi.url.edu) and the participating lecturers are Mrs. Gisela Dominguez, Mr. Jordi Ficapal, Ms. Mireia Guix, Mr. José Luis Iriberri, Mr. Jorge Peralta and Dr. Zaida Rodrigo (zaida.rodrigo@tsi.url.edu).

Degree title: Bachelor in Tourism and Hospitality Management, TSI-Turismo Sant Ignasi (URL), Barcelona, Spain.

Módulo: Entorno Profesional turístico y hotelero / Materia: Aprendizaje en el entorno profesional / Asignatura: Formación en la empresa (Work-Based Learning)

Stakeholders: There are three main stakeholders: the 3rd Year Bachelor students, the company supervisors and the academic supervisors of TSI-Turismo Sant Ignasi (hereafter TSI).

The best practice is the holistic approach of the module that brings together the three stakeholders, namely students, lecturers and professionals in the field (in particular, the company supervisors). The formative assessment allows the company supervisors to assess the competencies that are required for the achievement of the academic module. By doing this and with the support and guidance of the academic supervisor the professional in the field, dealing closely with the student during the placement, also becomes an educator.

A. DESCRIPTION, OBJECTIVES AND METHODOLOGICAL FRAMEWORK OF THE INNOVATIVE BEST PRACTICE

The best practice focuses on the innovative approach in assessing a module which takes place in the professional field. The compulsory industrial placement module (WBL) is conducted during Semester 6, which corresponds to the second semester in the third year of the Bachelor in Tourism and Hospitality Management of TSI. The 30 ECTS module, the only module of Semester 6, lasts for 17 weeks of which 680 hours are contact hours at the work placement and 220 hours of study.

To contextualize this module, it is important to mention that TSI's strategy is to embed employability throughout the whole curriculum. Therefore, specific modules have been introduced in the Bachelor in Tourism and Hospitality Management: Service Encounters (S2), Personal & Profesional Skills (S4), Work-based learning (S6), which is the subject of our study, and Work-based learning abroad (S7) offering students the possibility to incorporate a 5 month international internship, if desired. The aim of the specific modules is to enhance the employability skills of graduates providing them with the appropriate tools, support, guidance and monitoring. This is achieved by linking the academic team with the Career Development department, the Program Manager and the input of the companies themselves. Furthermore, TSI recommends students with a good academic record to opt for extra-curricular professional experiences during the afternoons or summertime, to build up their skills set. The Career Development department at TSI has built up an extensive network of leading companies in the tourism and hospitality field. It is thanks to that that we can provide a variety of opportunities to our diverse cohorts.

Besides, TSI is a member of PATH – Placement Advisors for Tourism and Hospitality – a committee of Council for Hospitality Management Education (CHME). PATH works with universities/colleges and employers to promote, support and develop high quality work placements within tourism, hospitality and related industries. TSI participates actively in the annual conference organized by PATH and works closely on these topics with its partners such as Hotel Management School Maastricht, The Netherlands and Oxford School of Hospitality Management, United Kingdom, among others. This conference includes all the leading universities in the hospitality and tourism arena and showcases best practices, innovative tools and trends related to graduate employability.

The assessment standards at TSI are based on the achievement of competencies, thus the challenge was to guarantee the consolidation and appropriate assessment of the required competencies in a module that takes place outside the academic premises. Moreover, the involvement of the academic team is more one of support and guidance but cannot wholly assess the competencies. It was soon appreciated that the autonomous learning and individual reflection of the student had to be taken into account, as well as the evaluation of the placement supervisors based on observable behaviors.

Once the competencies and applicable indicators were determined, the lecturer team had to establish the best method of assessment for the achievement of the competencies and the people involved in evaluating them. Due to the holistic nature of the module and the fact that the maturity of the students is at the right level for empowering them, the different types of assessment had to include an ongoing self-evaluation and reflection items, aligned with the Bologna process, to demonstrate the deployment of the learning. Besides, the students´ outcomes and reflections were contrasted with the observable behaviors at the different establishments via the company supervisor. To implement this process, it was necessary to have commitment from the company and the company supervisor and, it had to be monitored through an established process which included two points of contact of all three parties.

The syllabus of the module (see Appendix 1) was divided into four blocks: Warm-up phase (Semester 4 and 5), Take-off phase (Weeks 0-4), Cruising phase (Weeks 5-14) and Landing phase (Weeks 15-17) (see Table 3. Content at Appendix 1).

The warm-up phase is prior to Semester 6 and prepares the students for the internship experience. The aim of this phase is to allocate the students to the most appropriate companies, aligned with their professional development objectives. This warm-up phase starts with the Personal and Professional skills module (S4 and also part of the subject *Formación en la empresa*) where students learn about themselves in an

introspective way, explore the opportunities in the marketplace and produce the basic professional elements to project themselves as part of their career path (CV, motivation letter, networking, social media and interview skills). During Semester 5 the warm-up phase continues with the Professional Talent Forum, a networking career fair hosted at TSI with more than 15 companies participating, individual interviews with each student by the module lecturers and Career Services, the selection process in the companies and the assignment of placements.

The work experience starts with the take-off phase, which is an induction period of four weeks that includes the first meeting with the academic supervisor and the student, to establish the learning goals and action plan as well as other operational matters. Furthermore, at the beginning of the placement, the student has to become acquainted with the company and the job description.

The cruising phase starts with a self-evaluation of the student (observable behaviors), a telephone or personal interview by the academic supervisor with the company (same observable behaviors) and a formal meeting with the student and the academic supervisor. This is the first point where the three parties contrast information, feedback and evaluate the assessed competencies. The cruising phase focuses on deep learning as opposed to superficial learning and the students must critically analyze different situations to demonstrate learning. The assessment follows a timeline (see Table 5. Compulsory exercises and assessments) so that the student can see the evolution of his/her own improvement in a progressive way.

The landing phase is a reflective period that attempts to summarize the overall experience concluding with a reflective essay designed to reflect upon and consider the overall impact of the placement experience. It is a critical reflection and evaluation of the individual career progress (using evidence, the bibliography and visual support). It relates theory to practice through choosing appropriate evidence in order to demonstrate competency. The following are examples of evidence that are required:

- Documents generated through work activities: emails and other forms of communication, minutes of meetings, evidence of work processes and evidence of managing others (if applicable). Letters of appreciation.

- Evidence of skills/knowledge generated by the student outside work: personal financial budgeting, time management and communication.

- Feedback/testimonials from others (other than official employer feedback forms), feedback from colleagues, guests, customers and suppliers.

- Evidence of work produced by the student: forms, reports, photos of products or service given and training manuals.

- Certificates of achievement: – training outcomes, extra-curricular achievements and personal goals achieved by the student.

- Blogs and discussions with peers.

- Visual support (pictures, videos, etc)

The landing phase also includes an evaluation survey for the students' company supervisors, a landing interview at the company (three parties involved) and a satisfaction survey for the students.

The company's supervisor survey (see Appendix 2) links observable behaviors at two levels, according to the degree of compliance and pro-activity with each assessed competence. It comprises 11 competencies in 22 questions. The grading for the questions contemplates the 16 variables (two levels for each competence and four

degrees of compliance) giving a weighting factor to provide an average mark (see Appendix 3). The survey also includes an open question related to learning aspects that TSI can enhance in the study programs for continuous improvement. The objective of this open question is to align the content of the program to the changing demands of the professional field.

The landing interview is conducted at the company's premises, whenever possible, with the aim of reviewing the overall performance of the student both in professional and academic terms. The agenda of this interview is threefold. Firstly, the academic supervisor gives feedback to the student on all the assessed tasks and reviews the learning agreements and action plan elaborated by the student at the beginning of the internship. Secondly, the academic supervisor conducts an interview with the company's supervisor to discuss the development and progress of the student and to comment upon any area of improvement for either the student or in general. This interview is also an opportunity for the academic supervisor to gauge the placement in terms of commitment, operational activities, physical spaces, etc. At an institutional level is aligned with TSI's willingness to build upon strong and sustainable industry relationships. In most occasions, the last part of the interview consists of a final meeting with the three parties involved to openly talk about the experience.

B. COMPETENCIES DEVELOPED AND EVALUATION METHODOLOGY

The competencies included in the Bachelor in Tourism and Hospitality Management were decided creating a commission with other national universities, benchmarking with other universities in the tourism and hospitality field, on a national and international level and contrasted with the industry via an expert panel and focus groups. However, the competencies deemed appropriate for the specific Work-based learning module were those close to transferable skills.

The Appendix 1. Table 3 Competencies developed, shows a brief description of the competencies and indicators whereas Appendix 4. Competencies in detail, shows the complete competencies descriptions in an extended format.

Table 1.1 below details the assessment scheme where one can observe three main assessed blocks. The first one, worth 40 percent, focuses on the student's talents, the understanding of the company and the acquaintance with the operational position. This block has three main objectives: the self-acknowledgment of the student as an employee, the understanding of the different parts involved in a company and its interrelation and to positively enhance innovative thinking.

The second block, worth 30 percent, is the reflective essay outlined in section B. The objective of this assessed task is to link and analyze the learning that has taken place during 15 weeks in a working environment with the student's expectations and the learning plan. Moreover the student has to apply the theory learnt in lectures at the previous years with practice. The result is an analytical and synthesis approach closely link with deep learning methodologies.

The third block, worth 30 percent, empowers the company and in particular the company's supervisors and is the overall grade coming from the survey explained in section B (Appendix 3 & 4). This final percentage given by the company is considered best practice because the assessment is not based solely in the operational tasks but in the academic competencies. By doing this, the professionals in the field mark the student's work as the lecturers would do. Even though it may seem a risky approach because the members of staff are not necessarily educators, it was considered of vital

importance to include the people who were working closely with the students and therefore the lecturing team could not have the full control of the grading of competencies. To sum up, the best practice in this final assessed block is the format of assessment by competencies done by the company's supervisor.

To comply with TSI's quality standards, diligence and precision in the assessment is paramount. For this reason, a strong focus was placed on the method for evaluating the different assessed tasks. In this particular module the lecturing team is large (7 lecturers) so, to guarantee homogeneous and consistent marking, specific rubrics were designed as an assessment aid for each task. Appendix 5 is an example of an assessment sheet.

Table 1.1 Evaluation activities

Activity	Percentage	Competencies evaluated
Portfolio consisting of: Action Plan, Company Dossier (10%), Four Tasks (weekly/monthly) (20%), Critical Incidents (10%)	40%	G3, G5, G7, G10, E14, E15, E16, B2, B3, B4
Reflective Essay	30%	G3, G5, G10, B2, B3, B4
Company Evaluation (Mid-term telephone interview plus final survey)	30%	G3, G5, G7, G10, E14, E15, E16, B2, B3, B4

Source: WBL Syllabus 12-13

C. REFLEXION AND CRITICAL APPRAISAL

The WBL module excels at involving all three stakeholders: the students, the company supervisors and the academic team. This involvement is always around the learning and evaluation of competencies. In learning it is important to show commitment to guarantee the appropriate guidance and the right formative assessment. Empowering both the students and the companys' supervisors in the deployment of the assessment increases the level of commitment towards the module. It has been noticed by the lecturing team, in the first point of contact with the company supervisors, that the

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assessment model is very welcomed. This is because the professionals in the field, who are also responsible for the students during 17 weeks, feel recognized when asked to assess competencies, value the empowerment and feel part of a team, where lecturers and professionals are equal.

Another area of good practice is the assessment scheme, which not only focuses on the specific operational learning in situ, but also forces the student to apply any prior learning that has taken place in lectures integrating all the elements of management in a holistic manner. One of the main focuses of the learning experience disregards the departmental learning but includes a holistic learning (for example: analyzing observed tasks) and values personal growth and development (for example: understanding personal and professional strengths and weaknesses, talents and limitations).

To guarantee the right flow, the WBL module encourages regular communication between the three parties. This is achieved implementing processes (for example: supervisor's guidelines) that guarantee standardizations and avoids any gaps. It can be said that the WBL module is systematized and it is easily transferable to any other university qualifications offering work experiences. This module has been running for two consecutive years and adaptations take place after reviewing the students, the academic supervisors and the companies' evaluation. Bearing in mind this is a student-centered module, its implementation has to always aim at the student's learning and development on an individual basis. As each student is in a different setting with different circumstances and goals, the standardization of the procedures must be complemented with the individualization, adaptation and guidance from the academic supervisor and the feedback of the company supervisor.

Although the WBL lecturing team schedules regular meetings to peruse the module, a more formal process to record the key issues and feedback could be a point of improvement. Furthermore, the current assessment of competencies is graded at two levels (compliance and pro-activity), however it could be interesting to explore if giving different percentages to each competence would add any value to the students' learning.

To sum up, the Work-based learning module and its assessment methodology acts as a bridging tool to bring the professional world closer to the learning competences of the future employees in the tourism and hospitality sector.

BIBLIOGRAPHY

ASET. 2009. A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in Higher Education. Sheffield: ASET.

Maher, A. and Graves, S. (2008) *Graduate Employability: can higher education deliver?*. Newsbury: Threshold Press.

PATH (CHME) Good Practice Guidelines for Work-Placements in Hospitality, Leisure, Tourism & Events Management Courses.

Yorke, M. and Knight, P. T. (2006) Embedding employability into the curriculum, *Learning and employability Series One*. York: HEA – Enhancing Student Employability Co-ordination team.

Wittaker, C. In Maher, A. and Graves, S. (eds) *Developing Graduate Employability Case Studies in Hospitality, Leisure, Sport and Tourism*. Newsbury: Threshold Press.

APPENDICES

APPENDIX 1. SYLLABUS WORK-BASED LEARNING 2012-2013

DEGREE IN TOURISM AND

HOSPITALITY MANAGEMENT

2012-2013 Academic Year

Syllabus

MODULE: WORK-BASED LEARNING

PERIOD: SEMESTER 6

Lecturer: Ms. Daniela Freund (daniela.freund@tsi.url.edu)

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Tourism & Hospitality Management Degree

COURSE SYLLABUS

COURSE: WORK-BASED LEARNING (APRENDIZAJE EN LA EMPRESA)

MODULE: ENTORNO PROFESIONAL TURÍSTICO Y HOTELERO

CODE: OP6PRA

COURSE TYPE: Compulsory   Year: 3º

ECTS CREDITS: 30   SEMESTER: 6

LANGUAGE: English and language of the WBL position

LECTURER: DF, GD, ZR, JP, JF, JLI, MG

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1. **General description of the course:**

The Work-based learning module (called hereafter WBL), is one of the milestones in terms of academic progress at the Bachelor Degree since it

enables the students to put into practice the competencies developed at the previous semesters. It allows students to reflect upon the application of the competencies in a "realistic" market conditions context and is the perfect setting to obtain individual feedback of their professional competencies, level of expertise and improvement areas. The module will build upon the personal and professional analysis, tools and skills introduced at "Personal and professional skills" (S4).

2. Competencies developed within the course:

Type	Name	Indicators
General	G3.Initiative and entrepreneurship skills	1, 6
	G5.Flexibility/adaptability and self-confidence	5, 6, 8
	G7. Teamwork and collaboration	1, 2
	G10. Service orientation	1, 2, 3
Specific	E14-15-16. Be acquainted with the operational procedures of the company	14.1, 14.2, 14.5, 14.10, 15.3, 15.7, 16.1, 16.4, 16.5, 16.7, 16.8, 16.10 (and applicable indicators for other sub-sectors)
Basic	B2. Be capable of applying the area knowledge	2, 3, 4
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or take decisions	1, 2, 5, 6
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages	1,2, 4, 6

3. Content

Thematic block	Topic/Unit	Content
Unit 0 **Warm-up Phase** **S4/S5**	Introduction to WBL Industry Presentations Individual Interviews with TSI team and companies (if applicable) Assignment of companies	Reflection PPS and general presentation Professional Talent Forum CV submission and motivation discussion (PPS portfolio as starting point)

Unit 1 **Take-off Phase** **Weeks 1-4**	University supervisor assignment and first personal/group interview (W0)	Establishing Learning agreements and Action Plan Company's Induction and elaboration of company's dossier Weekly Tasks Plan
Unit 2 **Cruising Phase** **Weeks 5-14**	Mid-term evaluation with the company Second personal Interview with University Supervisor (W5-6)	Self-evaluation Monthly Tasks Plan Critical Incidents Evidence for Reflective Essay
Unit 3 **Landing Phase** **Weeks 15-17**	In-company visit (W16) Appraisal and self-evaluation	Portfolio & Reflective Essay Company's and University supervisor's evaluation Self-evaluation Thank you letter

4. Reccommended Readings

Robinson, Ken (2009). *The Element: how finding your passion changes everything.* Penguin Books.

5. Compulsory exercises and assessments

Type	Title	Extension	Dates
CV	CV submission	1 page	Oct 11, 2012
Interview	Individual Interviews	15 min	Oct 22-Oct 31, 2012
Interview	University Supervisor's Interview	20 minutes	Week 0
Form	Induction form (IF)	1 page	Week 1
Report	Weekly Tasks Chart (WT1) (WT2)	5 pages	Week 2 & Week 4
Action Plan	Learning Agreements & Action Plan (LA)	5 pages	Week 5
Dossier	Company Dossier (CD)	2500 words	Week 4
Tel. Interview	Company's Assessment Interview	20 minutes	Week 6
Interview	University Supervisor's Interview	20 minutes	Week 6

Report	Monthly Tasks Chart (MT1) (MT2)	5 pages	Week 9 & Week 12
Incidents	Critical Incidents (CI)	6 pages	Week 9
Essay	Reflective Essay (RE)	2500 words + visual support	Week 13
Letter	Thank you letter (TL)	1 page	Week 13
Evaluation	Company Evaluation	Questionnaires	Week 15
Appraisal visit	Appraisal University, student and Company	1 hour	Week 15

6. Learning activities and distribution of work load

Type	Activity	Hours
EA Contact Hours	Placement	680
	Professsional Talent Forum	5
	Interviews and appraisals	10
	Group meetings	10
EA Directed study	Review of documentation and feedback	25
	Guided elaboration of documentation	100
EA Self study	Research, Organization of material, Observation	30
	Reading & reflection	40
TOTAL		900

7. Methodology and sessions chart

Week/Semester	Activity	Output
U0. (S4) May 2012	Introduction to S6	Reflection PPS and presentation of the module
U0. (S5) October 4, 2012	Guidelines and preparation Professional Forum	Self-seeker, forum and interview guidelines
U0. (S5) Oct 22-Nov 16, 12	Individual Interviews	

U0. (S5) October 25, 2012	Professional Talent Forum	Companies presentations
U0. (S5) January 2013	Syllabus & Take-off Phase	Legal framework, etc General overview and procedures
U1. Week 0	Personal Interview with University Supervisor	Explanation of Learning Agreements and Action Plan, Tasks reports and Company Dossier
U1. Week 1-Week 5	Preparation of Portfolio documentation	Weekly Plan/Learning Agreement & Action Plan. Company Dossier
U2. Week 5-Week 6	Follow-up Interviews (students and companies)	Review of Portfolio and appraisals documentation
U2. Week 6-Week 14	Preparation of Portfolio documentation, Essay, thank you letter and Visit	Critical Incidents Reflective Essay Monthly Tasks Chart
U3. Week 15-17	Company Visit	Review of Portfolio Documentation and Essay Appraisal

8. Evaluation activities*

Only those students that have accomplished the required length of time (680 hours) at an acceptable standard of work to the employer and the University, and have submitted all the assessed activities will be graded in the regular exam period. The grades will be averaged only if they are marked 4.0 or higher. If not, the retakes conditions are applicable. The grades corresponding to the submitted activities will be accounted for at the retake period, though the maximum grade for pieces of work submitted at retakes is a 5/10.

In case of internships that have a finishing time beyond the schedule outlined at the syllabus, the last weeks will not be taken into account in terms of evaluation.

In the event of a student not achieving an acceptable standard of work within the workplace the Academic Board of the university will, either require the student to withdraw from the Degree or, when appropriate, look for an alternative placement. If a student fails to achieve a satisfactory standard at their second placement, provided there are no extenuating circumstances, the student will fail the module.

Activity	Percentage	Competencies evaluated
Portfolio consisting of: Action Plan, Company Dossier (10%), Tasks (weekly/monthly) (20%), Critical Incidents (10%)	40%	G3, G5, G7, G10, E14, E15, E16, B2, B3, B4

| Reflective Essay | 30% | G3, G5, G10, B2, B3, B4 |
| Company Evaluation | 30% | G3, G5, G7, G10, E14, E15, E16, B2, B3, B4 |

Retakes

Activity	Percentage	Competencies evaluated
Portfolio consisting of: Action Plan, Company Dossier (10%), Tasks Chart (weekly/monthly) (20%), Critical Incidents (10%)	40%	G3, G5, G7, G10, E14, E15, E16, B2, B3, B4
Reflective Essay	30%	G3, G5, G10, B2, B3, B4
Company Evaluation	30%	G3, G5, G7, G10, E14, E15, E16, B2, B3, B4

* **Late submissions**: Permission to submit an assignment late can be granted by the University Supervisor. Permission is dependent upon valid reasons and may be refused. Valid reasons are, for example, an extended illness or unforeseen personal difficulties. If a late submission is approved you will be given written confirmation of the alternative submission date. The maximum extension to any submission deadline is normally two weeks. Unless the reason for lateness makes this impossible, permission for late submission must be sought at least 4 days in advance of the submission deadline in writing. Where late submission is requested on medical grounds, a medical certificate must be provided.

9. Bibliography

Please find an extended bibliography list in the Moodle site.

Acknowledgements: Special thanks for the contribution to the syllabus to our partners Universities (Oxford Brookes University, Maastricht Hotel Management Schools and the PATH partner Bournemouth University).

10. Lecturers

Daniela Freund de Klumbis, Gisela Dominguez, Jorge Peralta, Zaida Rodrigo, Jordi Ficapal, José Luis Iriberri, Mireia Guix. The students can access the complete CVs at TSI's website.

11. Observations

The TSI's Norms and Guidelines to writing an academic work will apply, unless otherwise specified. Use the font Arial 12, with a 1,5 line spacing.
Only assessments sent from the TSI's student account following the format below will be accepted: SURNAME_NAME_CODE.pdf (example: ACIN_MARIA_WT1.PDF). The submitted assessments will be registered on Mondays at 08.30 am, unless otherwise agreed.

The student must comply with the conditions established at the work-based learning agreement (convenio de cooperación educativa) undersigned by the three parties: TSI, student and company. The student must comply with the company's policies and TSI's RRI (reglamento régimen interior). The established dates of the block are end of January to end of May. The dates of the retake exams will not be changed, in case the student has an extended agreement with the company, thus the student will be required to make the necessary arrangements to attend, if applicable.

APPENDIX 2. WBL COMPANY'S EVALUATION SURVEY 2012-2013
TSI WBL Company's Evaluation survey 2012-2013
Work-based learning module TSI-Bachelor Degree in Tourism and Hospitality Management

Kindly evaluate the professional performance (competencies) at the curricular placement of the 3rd Year Degree student. It is advisable to share the observations with the student so as to contribute to his/her professional development.

The survey has an approximate duration of 10 minutes. Thank you in advance for your collaboration.

Student's name and surnames:
Student's registration number:
Department(s) of collaboration:
Placement hours completed: 680 hours (in case a higher number of hours were conducted, please modify it below)

Company Name:
Supervisor's Name and Surnames:
Supervisor's Title:
Evaluation date:

Please evaluate the degree at which you agree with the following competencies-related statements being 1=never, 2=sometimes, 3=usually, 4=always)

B2.1. The student performs the assigned tasks at a satisfactory level in due time and manner

E14.1. Is capable of applying the operational processes, is capable of using the basic documentation of the assigned area/department and is acquainted with the technical terminology.

G5.2. Is able to identify adequately potential problems and modifies the way of conducting tasks to achieve the agreed objectives.

G7B.1. Is open to colleagues and further members of staff when they take the initiative to include him/her in formal or informal activities.

G10.2. Is responsive to client's and colleague's needs providing the service required.

L2.1. Maintains a good attendance record.

B3.2. Is willing to explore new ways of performing tasks proactively analyzing critically several alternatives.

E14.2. Provides technical knowledge, procedures and/or management models that enhance the operations of the Department.

G7.2. Facilitates communication between team members and contributes to the progress of the projects in which he/she participates.

G3.2. Proposes actions to be developed, improvements or new ideas, related to the fieldwork

G5.1. Reacts adequately to unforeseen changes in the assigned tasks or agreed objectives.

B4.2. Is a good listener and empathizes well, understanding the other person's needs thus adapting the message to achieve a higher impact.

G10.1. The student is courteous and willing to help, responding to requests in due time and manner.

L3.2 Proactively requests, supervisors and colleagues, feedback about his performance as a mean to continuous improvement.

G3.1. Generally solves in due time and manner the difficulties linked to the regular tasks he performs.

G7.1. Complies with the expectations of the area/department with no complaint whatsoever by any member of the team.

B4.1. Expresses self clearly and is easily understood by all levels of staff, both in written and oral form. If required, in more than one language.

L2.2. Is willing to go beyond his working schedule, if required and/or proactively, to achieve a more enriching learning experience.

L3.1 Accepts criticism by supervisors and reflects on performance.

G7B.2. Knows most of the colleagues that are related to his/her area. He/she is keen in building sound working relationships.

B2.2. Uses tools to monitor the daily work and to report it to his/her superiors.

B3.1. Is competent in carrying out tasks and delivers work on time.

The command of the English language is sufficient for the position (if applicable)

The French/German/Other languages level is sufficient for the position (if applicable)

Comments (please indicate observations, if appropiate):

General evaluation of the student's performance (please choose one of the options below):

☐ **OUTSTANDING** Excelling Professional with a great potential. The performance has by far exceeded the requirements of the position. We will not hesitate to recommend her/him in case of a vacancy.

☐ **VERY GOOD** Competent Professional. The performance has exceeded expectations an improvement in the development of the student was noted. She/he demonstrates skills to become a competent professional.

☐ **SATISFACTORY** Good professional. His performance was appropriate to fulfilling the expectations of the placement. We would recommend her/him to enhance specific skills.

☐ **NEEDS IMPROVEMENT** The performance was not the expected. We suggest a critical review of the student profile for an optimum development as a professional.

☐ **OTHER**

(please specify)

¿Which learning aspects related to the professional sector do you consider relevant to enhance at the University? (Open question)

Thank you for your time and collaboration in the educational development of our students.

APPENDIX 3. WBL COMPANY'S EVALUATION WEIGHTING TABLES

Survey analysis (internal)

General levels

1. Shows behavioral evidence for complying with the minimum required for this competence
2. Shows behavioral evidence for proactively complying with the competence required

Scaling: 1= Never / 2=Sometimes / 3=Usually / 4=Always

Weighting tables

If P1=R4 y P2=R4 then 10

If P1=R4 y P2=R3 then 9

If P1=R3 y P2=R4 then 9

If P1=R3 y P2=R3 then 8

If P2=R2 y P1=R4 then 7

If P2=R2 y P1=R3 then 6

If P1=R2 y P2=R3 then 5

If P1=R2 y P2=R4 then 5

If P1=R2 y P2=R2 then 4

If P2=R1 y P1=R2 then 3

If P2=R1 y P1=R3 then 3

If P2=R1 y P1=R4 then 3

If P1=R1 y P2=R2 then 2

If P1=R1 y P2=R3 then 2

If P1=R1 y P2=R4 then 2

If P1=R1 y P2=R1 then 1

Average for final grade (11 competencies)

Assessed competencies: G3, G5, G7 (A and B), G10, E14-E16, B2, B3, B4 plus L1 (punctuality) and L2 (feedback)

APPENDIX 4. WBL COMPETENCIES IN DETAIL

MÓDULO: ENTORNO PROFESIONAL TURÍSTICO Y HOTELERO
MATERIA: APRENDIZAJE EN EL ENTORNO PROFESIONAL
ASIGNATURA: FORMACIÓN EN LA EMPRESA

SELECCIÓN DE COMPETENCIAS E INDICADORES

COMPETENCIAS GENERALES O TRANSVERSALES DEL GRADO EN GESTIÓN TURÍSTICA Y HOTELERA.

ÁREA DE COMPETENCIAS PERSONALES

G3.   Iniciativa y espíritu emprendedor: ser capaz de estar siempre dispuesto para aprovechar o buscar nuevas oportunidades y actuar en consecuencia

Ser capaz de estar siempre dispuesto para aprovechar o buscar nuevas oportunidades y actuar en consecuencia sin ser requerido u obligado a ello, sopesando los riesgos y asumiendo las consecuencias. Implica predisposición a la proactividad y perseverancia en el desempeño.

Indicadores:

1. Se anticipa a hacer las cosas antes de que se las requieran o de verse forzado por los hechos.
6. Reflexiona sobre los encargos, proyectos etc. y los evalúa de manera global, siendo capaz de proponer mejoras o alternativas que contribuyan a una mayor eficiencia o relación esfuerzo-resultado

G5.   Flexibilidad/adaptabilidad y confianza en sí mismo: ser capaz de adaptarse eficazmente a distintas situaciones de trabajo o personas.

Ser capaz de adaptarse eficazmente a distintas situaciones de trabajo o personas manteniendo el equilibrio que permite seguir actuando con efectividad. Implica ser capaz de comprender y valorar otras posturas, adaptar el propio punto de vista en la medida en que lo requieran los cambios en la situación y aceptar los escenarios dinámicos y un alto grado de seguridad en la valía personal y las propias capacidades para afrontar los retos que se planteen en el contexto profesional y/o universitario.

Indicadores:

5. Demuestra tolerancia a la frustración.
6. Actúa de forma segura y decidida
8. No se desanima delante las contrariedades

ÁREA DE COMPETENCIAS SOCIALES Y RELACIONALES

G7.   Trabajo en equipo y colaboración: ser capaz de cooperar activa y solidariamente en la consecución de objetivos comunes.

Ser capaz de cooperar activa y solidariamente en la consecución de objetivos comunes y de crear espíritu de equipo.

Indicadores:

1. Comparte de buen grado la información necesaria de que dispone para contribuir a los diferentes proyectos.
2. Es respetuoso con los miembros del equipo con los que discrepa y sitúa esta discrepancia en la situación y no en el plano personal y confía en la integridad, honestidad y competencia de los demás.

G10. Orientación al servicio: implica el deseo de ayudar o servir a otras personas.

Implica el deseo de ayudar o servir a otras personas, de descubrir y satisfacer sus necesidades en la medida de lo posible.

Indicadores:

1. Se hace eco de las necesidades de los otros
2. Establece relaciones efectivas de ayuda y soporte
3. Identifica las necesidades de los demás y se preocupa de encontrar formas efectivas de resolverlas

COMPETENCIAS ESPECÍFICAS DEL GRADO EN GESTIÓN TURÍSTICA Y HOTELERA.

E14. Conocer el procedimiento operativo del ámbito de alojamiento.

Esta competencia permite conocer las áreas operativas de las distintas modalidades de alojamiento y realizar un análisis completo de su proceso productivo.

Conocimientos disciplinares (saber):

Conocer la terminología técnica empleada y documentos básicos en el campo del alojamiento.

1. Conocer los procedimientos operativos de las empresas de alojamiento.

Conocimientos profesionales (saber hacer):

5. Coordinar y supervisar las actividades y la información de los departamentos de un alojamiento.
10. Usar las herramientas informáticas

E15. Conocer el procedimiento operativo del ámbito de restauración.

Esta competencia permite conocer las áreas operativas de las distintas modalidades de restauración y realizar un análisis completo de su proceso productivo.

Conocimientos disciplinares (saber):

2. Análisis departamental y funcional del área de alimentos y bebidas, incidiendo en la relación entre las áreas de elaboración y las áreas de servicio a los clientes.

Conocimientos profesionales (saber hacer):

7. Aplicar técnicas encaminadas a optimizar el uso de la capacidad elaboración y servicio

E16. Conocer los procedimientos operativos de las empresas de intermediación.

Esta competencia permite conocer las áreas operativas de las distintas modalidades de distribución e intermediación y realizar un análisis completo de su proceso productivo.

Conocimientos profesionales (saber hacer):

1. Coordinar y supervisar las actividades y la información de los departamentos de una empresa o institución de intermediación.

4. Buscar la información necesaria para asesorar al cliente

5. Utilizar los programas informáticos de gestión interna de las empresas y los programas específicos que rigen los procedimientos operativos en este tipo de empresas

Conocimientos disciplinares (saber):

7. Conocer los procedimientos operativos de las distintas empresas e instituciones de distribución e intermediación turística y las relaciones entre sus áreas operativas.

8. Conocer los procedimientos operativos correspondientes a las relaciones con sus clientes y sus proveedores.

10. Conocimiento de los documentos básicos del sector

COMPETENCIAS BÁSICAS DE CICLO DE GRADO DEL GRADO EN GESTIÓN TURÍSTICA Y HOTELERA.

Se trata de competencias básicas consustanciales a la actividad intelectual propia de los estudios universitarios de primer ciclo, que son comunes a todos los grados y que se desarrollan conforme a los conocidos como "Descriptores de Dublín".

B2. Ser capaz de aplicar los conocimientos del área.

"Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio". (RD 1393/2007, Anexo I apartado 3.4)

Definición: Ser capaz de aplicar los conocimientos adquiridos durante el programa de formación en la resolución de problemas y el cumplimiento efectivo de las responsabilidades propias de su actividad profesional

Indicadores:

2. Propone soluciones a problemas y retos teniendo en cuenta el contexto, intentando gestionar el equilibrio entre los objetivos y valores personales y los de la organización, y haciendo un uso adecuado de los conocimientos adquiridos

3. Trabaja con orientación al logro/resultados

4. Es capaz de llevar a cabo las decisiones tomadas, haciendo que los proyectos, visiones de futuro, etc. sucedan

B3. Ser capaz de buscar y gestionar información de diversas fuentes para resolver problemas, emitir juicios reflexivos y/o tomar decisiones.

"Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios

que incluyan una reflexión sobre temas relevantes de índole social, científica o ética". (RD 1393/2007, Anexo I apartado 3.4)

Definición: Ser capaz de emitir juicios y/o tomar decisiones ajustadas a los parámetros contextuales a partir de la interpretación de datos y situaciones complejas, intentando gestionar el equilibrio entre los objetivos y los valores personales y los de la organización.

Indicadores:

1. Organiza con eficacia (estructura, recoge, procesa y obtiene resultados) la información en una situación dada o para una finalidad concreta.
2. Valora críticamente la información desde una perspectiva tanto local como global
5. Antes de tomar una decisión analiza las diferentes alternativas y valora las consecuencias de su adopción (riesgo, tiempo establecido y recursos necesarios)
6. Demuestra capacidad de decisión adoptando la mesura o acción más correcta en un tiempo razonable.

B4. Ser capaz de comunicar información y/o conocimiento tanto en la/s lengua/s propia/s como en, al menos, dos lenguas extranjeras.

"Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado". (RD 1393/2007, Anexo I apartado 3.4)

Definición: Ser capaz de comunicar información y/o conocimientos de diferente tipo (decisiones, propuestas, planes estratégicos, análisis sintético de situaciones, etc.) oralmente y por escrito a un público o conjunto de destinatarios de diferentes características de forma clara y comprensible.

Indicadores:

1. Ajusta el propio discurso (en cuanto a contenido, forma, registro, orden en que aparece la información) en función de la audiencia/lectores
2. Comunica eficientemente el significado pretendido oralmente y por escrito en la lengua materna y en como mínimo inglés y otra(s) lengua(s) extranjera(s).

4. Es capaz de matizar sus palabras efectivamente en el marco de un malentendido o situación delicada.

6. Expresa las propias ideas de forma estructurada e inteligible, interviniendo con relevancia y oportunidad.

APPENDIX 5. REFLECTIVE ESSAY (ASSESSMENT CRITERIA) WBL

Reflective Essay (Assessment Criteria) WBL Semester 6
Bachelor Degree in Tourism and Hospitality Management

The four assessment categories of the essay are:

Self-development evaluation and critical judgement (30%)

Work-based learning development and understanding (30%)

Generic and basic skills of the module (20%)

Formal aspects (20%)

Fail (0 – 3,9)

Assessment category	Performance criteria
Self-development evaluation and critical judgement	The student provides no critical analysis of the SWOT.
	There is no explanation of the action plan and poor alignment with the learning objectives.
	There are no comments on the feedback received by: supervisor(s) / company mentor / University supervisor / colleagues / guests / business contacts, etc.
Work-based learning development and understanding	The student shows no conceptual understanding of the subject as required at this level.
	There are no specific observations and experiences related to the company culture and the management of the company.
	The student has identified no innovations nor has proposed new ones.
	He/she has not commented on critical incidents
	The student failed to observe links between the University curriculum and the working place. He/she has provided no indications as to what is missing or could be improved.
Generic and Basic skills of the module	Through the student's work the following competencies are not identified:
	G3. Initiative and entrepreneurship skills
	G5. Flexibility/adaptability and self-confidence
	G10 Service orientation
	B2. Be capable of applying the area knowledge
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or make decisions
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages
Formal aspects	The evidence items are not provided (less than 3).
	Visual support lacking.
	No evidence of reading/research.
	Incorrect cover Page .Structure is weak. Material is incoherent. Mistakes in syntax/grammar. Immature style. Other presentational aspects, including citations and bibliography are incorrect or missing.

Poor (4,0 – 5,4)

Assessment category	Performance criteria
Self-development evaluation and critical judgement	In general terms, the work is entirely or virtually entirely descriptive, showing little evidence of analysis.
	The student provides a weak analysis of the SWOT.
	There is a weak explanation of the action plan and poor alignment with the learning objectives.
	There is no clear or insufficient comments on the feedback received by: supervisor(s) / company mentor / University supervisor / colleagues / guests / business contacts, etc.
Work-based learning development and understanding	The student shows a partial level of factual and conceptual understanding of the subject as required at this level.
	There are few observations and experiences related to the company culture and the management of the company.
	The student has identified a few innovations but has not proposed new ones.
	He/she has struggled to comment on critical incidents
	The student has observed few links between the University curriculum and the working place. He/she has provided limited indications as to what is missing or could be improved.
Generic and Basic skills of the module	Through the student's work the following competencies are not clearly identified:
	G3. Initiative and entrepreneurship skills
	G5. Flexibility/adaptability and self-confidence
	G10 Service orientation
	B2. Be capable of applying the area knowledge
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or make decisions
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages
Formal aspects	The evidence items are partially provided (less than 7).
	Visual support incomplete.
	Little evidence of reading/research beyond a partial reproduction of information.
	Cover Page not clear .Structure is weak. Material is slightly incoherent. Mistakes in syntax/grammar. Other presentational aspects, including citations and bibliography may be incorrect.

Satisfactory (5,5 – 7,4)

Assessment category	Performance criteria
Self-development evaluation and critical judgement	The student:
	Shows evidence of a development of analysis and evaluation of a range of information.
	Provides a critical analysis of the SWOT tool.
	Explains the development of the action plan and achieves the learning objectives set.
	Comments on the feedback received by: supervisor(s) / company mentor / University supervisor / colleagues / guests / business contacts, etc.

Work-based learning development and understanding	The student:
	Shows some observations and experiences related to the company culture and the management of the company.
	Has identified a few innovations and has proposed new ones
	Has commented different critical incidents and has demonstrated the ability to handle them.
	Has observed links between the University curriculum and the working place. Has indicated applications and expressed what is missing or could be improved.
Generic and Basic skills of the module	Through the student's work the following competencies are clearly identified:
	G3. Initiative and entrepreneurship skills
	G5. Flexibility/adaptability and self-confidence
	G10. Service orientation
	B2. Be capable of applying the area knowledge
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or take decisions
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages.
Formal aspects	The evidence items are provided or partially provided (a min.of 7).
	Visual support is sufficient. Presentational style is sound
	Reading/research is limited.
	Cover page is correct. Few mistakes are evident in grammar/syntax and the maturity in the use of the language is appropriate to the level.

Very good (7,5 – 8,9)

Assessment category	Performance criteria
Self-development evaluation and critical judgement	The student:
	Provides a critical analysis of the SWOT with well reasoned conclusions.
	Explains the development of the action plan, succeeds in its implementation demonstrating a clear alignment with the learning objectives set.
	Detailed comments on the feedback received by: supervisor(s) / company mentor / University supervisor / colleagues / guests / business contacts, etc.
Work-based learning development and understanding	The student:
	Shows relevant observations and experiences related to the company culture and the management of the company.
	Has clearly identified innovations and has proposed robust new ones.
	Has analysed different critical incidents and has demonstrated the ability to handle and reflect on them.
	Has implemented theory gained at the University curriculum to the working place. Has indicated applications and expressed what is missing or could be improved.
Generic and Basic skills of the module	Through the student's work the following competencies are clearly identified and discussed:
	G3. Initiative and entrepreneurship skills

	G5. Flexibility/adaptability and self-confidence
	G10. Service orientation
	B2. Be capable of applying the area knowledge
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or take decisions
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages.
Formal aspects	The evidence items are fully provided (between 12-14).
	Visual support is aligned and consistent.
	Reading/research is broad.
	Cover page is clear and appealing. Syntax indicates increasing maturity. Presentation is well structured and contains very few errors.

Excellent (9-10)

Assessment category	Performance criteria
Self-development evaluation and critical judgement	The student:
	Has demonstrated an exceptional ability, at this level, to determine relevance and to be analytical.
	Provides a critical analysis of the SWOT and excellent reflection on his development throughout the module.
	Demonstrates an outstanding understanding of the action plan, succeeds in its implementation and fully achieves the learning objectives set.
	Reflection on the feedback received by: supervisor(s) / company mentor / University supervisor / colleagues / guests / business contacts, etc demonstrating learning.
Work-based learning development and understanding	The student:
	Shows a broad range of relevant observations and experiences related to the company culture and the management of the company.
	Has clearly identified key innovations and has proposed and/or implemented new ones.
	Has been proactive in anticipating critical incidents and has demonstrated the ability to solve them successfully.
	Has used the theory gained at the University curriculum to provide depth of analysis, new procedures, etc. at the working place. Has provided valid applications and expressed in detail what is missing or could be improved.
Generic and Basic skills of the module	Through the student's work the following competencies are clearly identified, discussed and applied:
	G3. Initiative and entrepreneurship skills
	G5. Flexibility/adaptability and self-confidence
	G10. Service orientation
	B2. Be capable of applying the area knowledge
	B3. Be capable of searching data from different sources to solve problems, reflect upon situations or take decisions
	B4. Being able to communicate information and/or knowledge in its mother tongue and/or, at least, in two further foreign languages.

Formal aspects	The evidence items are fully provided and relevant (14 or more).
	Visual support is aligned, consistent and engaging.
	Extensive reading/research.
	Excellent cover page. Exceptionally well-organised presentation. Syntax/grammar indicates notable maturity for this level.