

Employer Programme for Hospitality and Tourism



In partnership we shape the future
of Hospitality and Tourism

Best Practices Guide

Partner: MMC

Intellectual Output 2: Best Practices Guide

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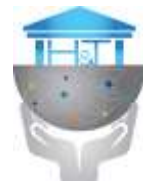
Mediterranean
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Erasmus+

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Table of contents

Tables & Figures	5
Abbreviations	6
INTRODUCTION	7
PART 1: BEST PRACTICES IDENTIFIED IN EUROPE AND INTERNATIONALLY FOR LINKING EDUCATION AND WORK	10
Introduction to Part 1	10
Methodology used for the development of part 1 of the guide	11
The structure of part one of the guide	14
Theoretical Background	15
What Is Employer Engagement	15
Employer Engagement in the Relevant Literature	16
Levels and Types of Engagement	22
Evaluation Criteria	27
Criteria weight allocation by partners	31
Validation of best practices by stakeholders	35
BEST PRACTICES IDENTIFIED	41
1. Hosco – Hospitality Connections	42
2. School of Hotel, Resort and Spa Management, University of Derby	50
3. Nottingham University Business School Employer Programme	60
4. London Careers Clusters - Accommodation and Food Service programme - "Pan Out London"	73
5. Graduate Employability Project (GEP) – Edinburgh Napier University	84
6. Tampereen ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK)	96
7. Kajaanin Ammattikorkeakoulu Oy / Kajaani University of Applied Sciences (KAMK)	107
8. Liaison Office of Athens University of Economics and Business	117
9. Mentoring Programme, Liaison Office, University of Ioannina	127
10. Certi-MenTU project	137
Analysis of the findings	143
Intellectual Output 2	
BEST PRACTICES GUIDE	

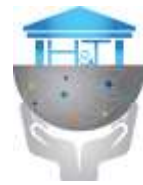


Holistic Systems vs Activities	143
Activities that are common in employer programmes	145
Conclusions and Useful Insights for the EPHT Project	148
PART 2: BEST PRACTICES FROM EPHT PROJECT	152
Introduction to the second part of the guide	152
Methodology used for the development of this section of the report	152
Appendices	162
Appendix one: Form to record best practices	163
IO2: Best Practices Guide	163
Form to Record Best Practices	163
QUESTIONS	163
PROGRAMME DESCRIPTION	163
INNOVATION/IMPACT	163
PARTNER ENGAGEMENT/GAINS	164
PARTNERS' CONTRIBUTION	165
ADMINISTRATIVE/OPERATIONAL ISSUES	167
CHALLENGES/SUCCESS FACTORS	168
OTHER INFO	168
Appendix two: Interviewees	169
Appendix three: Evaluation of each aspect of each Best Practice by partners	171
Appendix four: Questionnaire used for the identification of best practices from the completion of the current project	193
Bibliography	200



Tables & Figures

Table 1: Types of Employer Engagement (Bolden, et al., 2010).....	23
Table 2: Levels of partnership.....	25
Table 3: Evaluation Criteria.....	31
Table 4: Weight allocation by partners.....	34
Table 5: Activities integrated in the best practices identified.....	147



Abbreviations

CY: Cyprus

EPHT: Employer Programme for Hospitality and Tourism

FIN: Finland

GR: Greece

H&T: Hospitality and Tourism

HEI: Higher Educational Institution

HHIC: Higher Hotel Institute of Cyprus

TAMK: Tampere University of Applied Sciences

TEI: Higher Technological Educational Institute of Crete

UK: United Kingdom

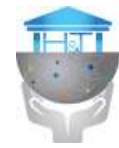


Introduction

According to a study conducted by Gallup for Inside Higher Ed (Gallup & Lumina Foundation, 2013), 96 percent of chief academic officers claimed to be “*extremely or somewhat confident*” that their institutions are preparing students for success in the workforce. In contrast, just 11 percent of employer representatives said they believe that graduates have the skills and competencies needed by their businesses (Wilson, 2015). That being said, it is crucial **to identify and apply best practices in employer engagement and partnership, in order for both parties (HEIs and Employers) to benefit in various ways.**

In the EPHT project, we aim at developing an Employer Programme for the Hospitality and Tourism Industry as a solution to the gaps in cooperation between higher education institutions and the Hospitality and Tourism industry. This programme will systematise and modernise cooperation, while, at the same time, provide benefits to all relevant stakeholders:

- **HOSPITALITY AND TOURISM BUSINESSES** will benefit from a range of services and facilities offered by educational institutions. They can have access to high-calibre students and graduates for internships or to meet temporary or permanent recruitment needs. They can secure expertise to solve business or industry problems. They can have access to continuing education and training programmes as well as educational resources and facilities such as libraries, laboratories and research centres to upgrade the quality of their staff and operations overall. Cooperation will secure sustainable development of their current and future human resource, can resolve operational issues and will provide them with a competitive edge.
- **HOSPITALITY AND TOURISM TERTIARY LEVEL EDUCATIONAL INSTITUTIONS** will also benefit by improving their educational offer, meeting more effectively and efficiently their educational objectives, improving their reputation through increased employability of their students/graduates, acquiring access to information on industry needs and trends, enriching and upgrading their educational programs through guest lectures, educational visits and other industry resources, providing



good quality internships to students, enhancing the relevance and quality of their research work etc.

- **STUDENTS AND GRADUATES** will benefit from improved educational curricula, skills and competences that match the needs of the industry as well as from direct experience of the workplace through working side by side with experienced professionals. They will be able to actively seek-out opportunities, create beneficial relationships and build on their CV. Consequently, students will enhance their learning, increase their network, and improve their employability and career potentials.

This report is in fact the second intellectual output of this project. The objective of this guide is to present several good practices identified in Europe (or internationally) related to employer programmes from the hospitality and tourism industry as well as from other industries (that may be transferred to the hospitality and tourism industry). Additionally, this guide aims to present good practices in improving the collaboration between educational institutions in hospitality and tourism or other industries and the employment market. It should be noted that this guide is an important input to the intellectual output 3 i.e. Recommendations Report.

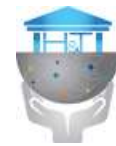
This guide is composed of two distinct parts that have been developed in different stages of the project:

- Best practices in Europe and internationally for linking education and work in the hospitality and tourism sector.

This part of the guide presents the best practices across Europe and the world in existing employer programmes applied in other sectors as well as other best practices for achieving a better link between educational institutions and the industry in the hospitality and tourism sector. This part of the best practices guide was developed during the first year of the project and will be a major input in the intellectual output 3 (i.e. Recommendation report for the development of the operational manual and the platform).

- Best practices from the current project

Intellectual Output 2



The second part of the report identifies the best practices that arise from the current project through the experience of the partnership in the development and pilot testing of the proposed system. This part of the best practices guide has been developed after the completion of the pilot. The second part of the best practices guide refers to the best practices identified through the current project. The consortium will develop a form on which all partners involved in the pilots will record the best practices identified through the project. As before, best practices will be evaluated on specific dimensions using a specific evaluation form. Practices that are highly evaluated will be included in the second part of the Best Practices Guide: Best practices identified through the current project.



Part 1: Best practices identified in Europe and internationally for linking education and work

Introduction to Part 1

As mentioned in the introduction, according to a study conducted by Gallup for Inside Higher Ed, even though 96 percent of chief academic officers claimed to be “*extremely or somewhat confident*” that their institutions are preparing students for success in the workforce, only 11 percent of employer representatives said they believe that graduates have the skills and competencies needed by their businesses (Wilson, 2015). This great discrepancy between the opinions of representatives of HEIs and representatives of the industry demonstrates the need for Employer Engagement programmes that will be designed by both parties, or at least for programmes that will be taking into due consideration the opinions and expectations of both parties. This guide, along with the “European Report” and the “Recommendations Report” produced by the EPHT project, are important steps towards the establishment of a successful programme, which, most importantly, will be applicable in different contexts, both sector-wise and culture-wise.

This part presents best practices identified through the desk research implemented, ten of which were selected and presented in depth. It starts with some methodological remarks, it moves on with a general literature review, laying the theoretical basis on which we worked and then the ten best practices that were selected to be included in the guide are presented in detail and tested against the criteria that we have decided upon.

The ten best practices were selected for two main reasons:

- They were identified as best practices, according to the criteria set by the consortium and presented later in this guide
- We gained access to additional information on these practices, as representatives of the organisations that implement them were eager to provide us with an interview or there was plenty of information available online. This means that the best practices presented here are by no means the only ones we identified; they are



rather the ones we gained access to. Many more organisations were contacted, but did not reply.

The best practices selected and included are:

1. Hosco – Hospitality Connections (Transnational)
2. The School of Hotel, Resort and Spa Management Employer programme at the University of Derby (UK)
3. The Nottingham University Business School Employer Programme (UK)
4. The Graduate Employability Project (GEP) – Edinburgh Napier University (UK)
5. The project “London Careers Clusters - Accommodation and Food Service Programme” (“Pan Out London”) (UK)
6. The Employer Programme of the Kajaanin Ammattikorkeakoulu Oy / Kajaani University of Applied Sciences (KAMK) (FIN)
7. The Career Services of Tampereen Ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK) (FIN)
8. The Liaison Office of Athens University of Economics and Business (GR)
9. The Mentoring Programme of the Liaison Office, University of Ioannina (GR)
10. The Certi-MenTU project (Transnational)

The section completes with a set of robust conclusions of issues and elements identified in the best practices that would also be considered for the current system.

Methodology used for the development of part 1 of the guide

In order to develop the following part of the guide the following methodology has been used:

1. **Implementation of desktop research for the identification of practices used in Europe and internationally to improve the cooperation between educational institutions and businesses.** This desktop research led us to stakeholders that have applied and used EMPLOYER PROGRAMMES in H&T or other industries as well as stakeholders that have used other best practices for achieving better link between



educational institutions and the industry in the hospitality and tourism sector.

Desktop research included:

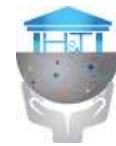
- Literature on Employer Engagement generally (academic journals, online research) Websites of Employer Programmes in various sectors
- Websites of Employer Programmes
- Published case studies on existing successful Employer Programmes
- Brochures of educational institutions
- Strategy documents of policy makers
- Other resources (e.g. research reports, project reports, conference proceedings, etc.)

2. Development of a form to record practices. The objective of the form was to present an objective picture of the practices. The following details appeared on the form:

- A detailed description of the best practice including the industry/area it concerns
 - Evaluation methodology
 - Innovative aspects
 - Impact to several stakeholders /added value of the practice
 - Applicability to the H&T industry
1. Gains and incentives that the programme has to offer to different partners
 2. Contribution of different partners to the programme
 3. Administration, management and coordination issues, i.e. who is responsible for managing and coordinating, what is the staff involved, etc.
 4. Level of partnership
 5. Channels and level of communication. Also, the participants were asked to describe the communication process in case they adopt a regulated method for communication (e.g. newsletters, online platform, etc.)
 6. Challenges that they have faced/face during the implementation of the employer programme
 7. Success factors

The form developed is presented in **Appendix 1** of the current document.

Intellectual Output 2



3. Dissemination of the form to the stakeholders identified in activity O2A1 in order to record practices.

The form has been disseminated to over 100 stakeholders.

4. Implementation of telephone or skype interviews with relevant stakeholders

Stakeholders that have completed the forms participated also in interviews (telephone or skype). The objective of the interviews was to get additional information (more in-depth) including feelings and attitudes towards the practice. Stakeholders that have participated in interviews are presented in **Appendix 2**.

5. Validation of the results of the interviews through online questionnaires to several stakeholders.

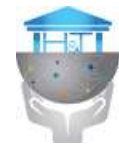
Once several practices are identified, a questionnaire was formed that displays all these practices and ask relevant stakeholders to confirm (or reject) them. Some open ended questions at the end of the questionnaire enable recipients to add additional comments.

6. Identification of criteria/dimensions for the evaluation of practices and development of an evaluation sheet. Evaluation of practices and identification of best practices

It is noted here that a scientific approach has been used for identifying best practices (out of the practices already collected). This was done through the use of criteria/dimensions of evaluation. Points were allocated to criteria based on their perceived importance and an evaluation sheet for best practices has been developed.

7. Composition of the first part of the best practices guide: BEST PRACTICES IN EUROPE AND INTERNATIONALLY FOR LINKING EDUCATION AND WORK THAT COULD BE USED IN THE HOSPITALITY AND TOURISM SECTOR.

This part of the guide presents in detail each of the practices (as described above) but also it the evaluation of criteria (i.e. why is this practice considered to be best practice)



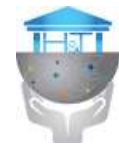
The structure of part one of the guide

Part 1: Best practices identified in Europe and internationally for linking education and work, lays the foundations for the Best Practices Guide. It is comprised of three Sections:

- **“Theoretical Background”** is based on a **literature review** that identifies best practices in employer engagement. In this section the rationale and substantiation on the reasons the best practices presented are considered as such, is provided. The section is further divided into two subsections, namely:
 - “Successful Systems” and
 - “Successful Activities”.

The first refers to best practices associated with or related to holistic approaches in Employer Engagement. In other words, practices that consist systems that combine different activities and are characterised by full partnership. The second subsection, namely **“Successful Activities”**, describes separate activities that are considered as best practices, although they are not included in systems of Employer Engagement.

- **“Evaluation Criteria”** presents the evaluation criteria together with the points allocated to those
- **“Best Practices Identified”** consists of **the case studies that were identified as best practices** by the EPHT project and in most cases, they were further examined through interviews, a form that was produced by the project, as well as questionnaires.



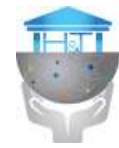
Theoretical Background

What Is Employer Engagement

In the EPHT project, we aspire to establish an Employer Programme for Hospitality and Tourism that will systematise & modernise cooperation between HT enterprises & tertiary level educational institutions offering programmes for this vibrant and people-oriented sector. We understand Employer Engagement as an ongoing process, as opposed to a static situation. In order to achieve this, first and foremost, the term “Employer Engagement” has to be defined with precision.

Even though “Employer Engagement” has become a “catch phrase” lately, especially in Higher Education, defining it is a challenging task, as this is not often made, resulting in many different uses for the term. It is important to locate higher education’s engagement with employers in a broad context. The term has been defined broadly as “the process through which employers directly participate in activity facilitated by an external organisation in pursuit of shared objectives” (Sector Skills Development Agency, 2007, p. 3). This definition as stated earlier is very broad and inclusive, as it is not oriented to Higher Education on the one hand, neither it refers to particular activities. Nevertheless, it is useful as it underlines the *pursuit of shared objectives*. And even though this might seem obvious, it is not always applied in reality. In EPHT, we value the benefits of all parties that will participate in the Employer Programme we will establish (i.e. students, academics, staff of HEIs, HEIs as wholes, Employers, Employees, etc.) equally. It is important to note here that relationships between HEIs and the industry are not a recent development. On the contrary, such relationships exist for decades. Most of them though are not full partnerships but consist of different activities that are not systematic and they consist of a collection of activities. In other words, they are not *systems* of cooperation and in most cases, they do not benefit equally all parties. As we demonstrated in the European Needs Analysis produced by the EPHT project, which was based on a research conducted in Greece, Cyprus and Finland, such forms of cooperation are usually based on simple activities such as internships, they are not designed mutually by all parties, they do not consist partnerships in any case and they are not as effective, according to the opinions of relevant stakeholders.

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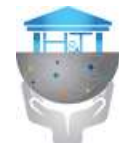
Employer Engagement in the Relevant Literature

According to the B-HERT position paper (2002), “Universities and business will need to cultivate mutually beneficial and lasting relationships with one another. In this emerging framework, robust high-quality, long-term relationships, based on two-way investments of time and resources, are becoming essential to understand, influence and improve the interactions between both sectors”. The paper concludes with a range of key priorities that are essential to employer engagement in the future. More specifically:

- Business and universities need to expand the range of ways they engage with each other to enhance capacity for growth and development at regional, state and national levels.
- University and business leaders need to seek new strategic partnerships and forms of involvement.
- Universities need to embrace more fully their ‘third role’ of community engagement and leadership.
- Staff and students within universities need to be encouraged in their efforts to engage with industry, and there needs to be an increased acceptance and rewarding of such efforts.
- Industry and universities have a key need to work in partnership to advance knowledge through research and development in order to enhance industry capacity for innovation.

According to “Employer Engagement: Emerging Practice from QAA Review” report, three common themes can summarise HEIs’ intentions concerning employer engagement:

1. Enhancing students’ employability. This is achieved by enriching the curriculum with relevant skills
2. “Supporting the skills development of the local workforce through access to vocationally relevant training and development opportunities.
3. Providing employer with access to research, consultancy and innovation services and training, as part of collaboration, partnership, enterprise, and innovation activities and knowledge transfer”.



The above have been taken duly into consideration during the selection of the best practices included in this guide.

Towards this goal, some of the good practices identified by the same report include (we have only included the ones that are not country-specific but rather transferable):

1. Connections and networks with employers for ensuring that curricula are relevant, valid and current
2. The development of relevant skills, vocational or other, work-based learning, towards better employability
3. Opportunities for work-based learning and/or work placements, supported by real-life projects and assessments
4. Employer involvement with the provision of careers advice and guidance
5. Information to students and employers, usually in the form of handbooks or websites
6. “Productive relationships with employers, designed to enhance and support student employability”.

The points presented above, also informed our selection process while developing the evaluation criteria and selecting the best practices to be included here

Key stakeholders/beneficiaries of employer engagement, are represented in the graph:

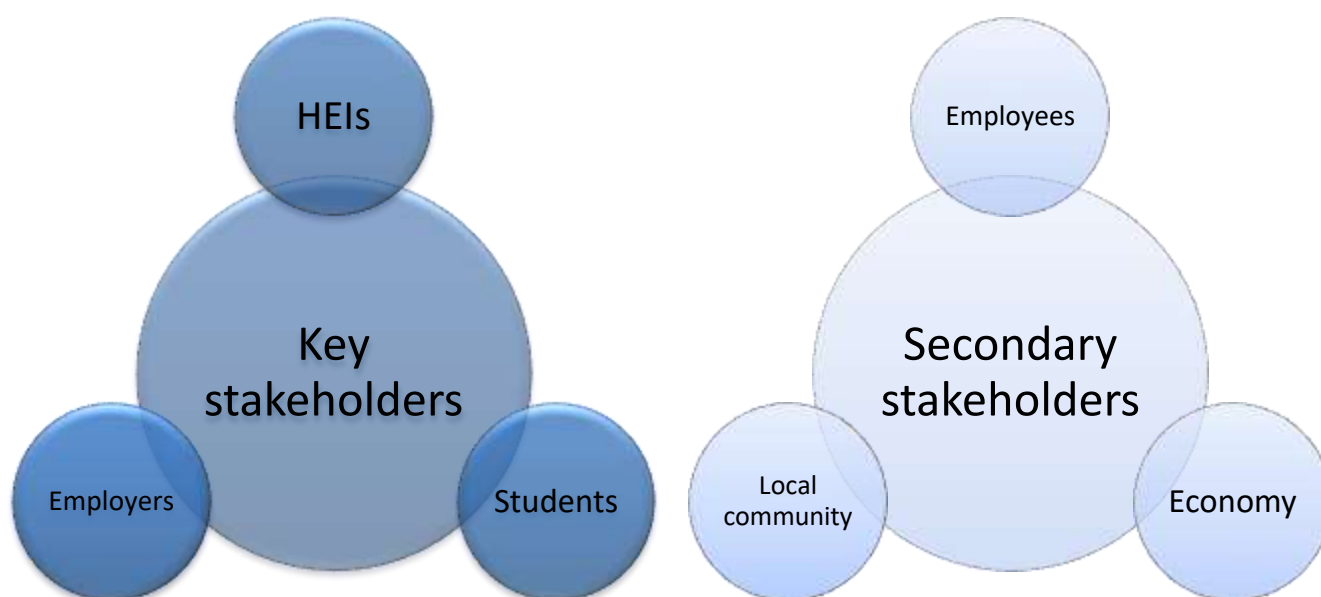
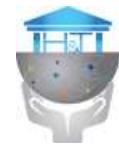


Figure 1: Key and secondary stakeholders (adapted from: “Employer Engagement: Emerging Practice from QAA Review” report)

The benefits of employer engagement are also summarised by this report. The main ones are related to

- “The enhancement of student employability through the opportunity to gain industry/work-relevant skills, experience and knowledge, and in some cases professional qualifications and accreditation, as part of programmes of study
- The creation of ‘work-ready’ graduates for employers, equipped with the skills, knowledge and experience required for the workplace
- Workforce development, providing the current and potential workforce with opportunities for developing their skills through a variety of high-quality flexible study opportunities, delivered in response to need and demand
- The opportunity for research, collaboration and consultancy, and access to services and facilities, as part of income generation and knowledge transfer.
- Supporting the local economy and aiding wider economic recovery” (“Employer Engagement: Emerging Practice from QAA Review” report, p. 4).

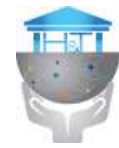


Finally, some ways forward are suggested, which are of great importance to our project, as many of them apply to our aspirations as well. Those include, but are not limited to:

- Approaching employer engagement strategically and establishing effective and sustainable mechanisms, “with a consistent and coordinated approach across the institution”
- Encouraging greater participation from employers through providing various incentives
- “Ensuring greater consistency in the approach, volume and quality of input from employers in the development and design of curricula, across programmes”
- Creating opportunities for professionals to provide input into the delivery of the curriculum
- Employers should contribute more to the design of, and participate in, work-related assessments, and provide feedback to students
- Employers should be clearly informed, on expectations, roles and responsibilities mechanisms for engagement and most importantly its benefits
- Monitoring the impact and effectiveness of employer engagement strategies through the collection and analysis of meaningful information.

To move on with defining Employer Engagement more effectively and in a more relevant manner to the EPHT project, we will present a definition provided by Jane Kettle (2013, p. 5):

In the higher education (HE) landscape this [Employer Engagement] is usually done by providing opportunities for those already in the workforce to enhance knowledge and understanding [...] Learners certainly can be primarily in the workplace and can range from experienced professionals needing higher level developments through to employees whose upskilling needs may be generic or transitioning through the threshold of higher level study. Learners, however, may also be primarily associated with a higher education context in a more traditional pattern of study and undertaking learning in a workplace either as part of or while aligned to a programme. Managing this type of activity also requires engagement with employers. So here, employer engagement is defined as responsive development for employee upskilling or on developing dispositions and attributes to



enhance employability. This is an inter-connected and closely woven set of activities which is complex and multi-faceted.

The same author also provides us with a narrower, more focused and concise definition, according to which, Employer Engagement is *“a range of activities, initiatives and approaches which are best conceptualised as a **continuum**. It includes responsive teaching and learning developments for up-skilling and developing people already in work as well as fostering capability and attributes to enhance the employability of students in higher education”*.

According to De Lange and Gilbert (1994:1, cited in Wessels and Jacobsz 2010:5) most HEIs throughout the globe utilise a central office to manage employer engagement¹. According to Engelbrecht (2003:49, as cited in Wessels and Jacobsz 2010:5), “the vision, mission and goals of cooperative education in HEIs must be documented” and a policy should be designed and implemented.

One important aspect emphasised by Engelbrecht (2003:62, as cited in Wessels and Jacobsz 2010), **technology provides us with new possibilities, for both the administration and management of employer engagement. This point is imperative for the EPHT project, as the latter will develop the “Xenios Zeus” platform for the coordination, management, communication, etc. of the employer engagement activities of the programme.** During the selection of criteria for the best practices included in this guide this was also an important aspect that was taken into consideration.

¹ The term used by the authors is “cooperative education” and they use De Lange’s definition: “The specific role and functions of cooperative education in an HEI may include, among others, national and international networks, industry liaison, interaction with alumni, staff development and training, budgeting, direct involvement in curriculum development, partnerships with industry, research in cooperative education, promotion of cooperative education and the management and administration of cooperative education (De Lange, 2004)”. As made clear by this definition, they conceptualise what they call “cooperative education” in the same way that we define “Employer Engagement”



Employer Programme for Hospitality and Tourism

With all this in mind, to summarise, we would say that Employer Engagement can and should be so much more than merely a set of activities, usually based on one-way communication. In order for such cooperation to be effective, employers and HEIs should view each other as **strategic** partners, as opposed to two parties exchanging views, ideas and services.

Indeed, according to Wilson (2015, p. 3), *“Employer engagement is more than convening an advisory committee that meets with college representatives periodically, or a one-off project of contract training with a single employer, though both of these activities can be valuable to employers, colleges, and students. These activities are necessary but limiting if the goal is development of curricula, pathways, skill sets, and credentials that align with real labour market needs and result in job placement and career success for students and employers. To accomplish this, educators need to take a more active approach in relating to employers”*.

The same author continues by stating that there is a difference between an active engagement of employers and a purely advisory approach: *“Approaching employers as “high-impact,” strategic partners means looking beyond the immediate needs of a program or college and seeking ways to make local employers or industries competitive. It requires building ongoing opportunities for problem-solving and program development. Doing so requires approaching employers in a listening rather than an ‘asking’ mode”*. This last point is quintessential for the EPHT project, as we do not aim to merely ask for services. We aim at engaging them in a collective effort, in a partnership with the ultimate shared aim of building together an effective and efficient Employer Programme for the Hospitality Industry.

The author then lists certain qualities that distinguish engaged, or partner relationships with employers from merely advisory ones:

- **Continuous:** cultivating long-term relationships, rather than episodic, one-time, or short-term transactions on an as-needed basis.
- **Strategic:** approaching employers in the context of specific plans, opportunities, and objectives, rather than on a spot basis, when the college needs assistance.

Intellectual Output 2



- **Mutually valuable:** solving problems and creating value for both sides of the labor market—employers (the demand side) and education and training providers and learners (the supply side).
- **Wide-ranging:** engaging a variety of employers by using varied methods to recruit and involve a large number, rather than relying on one or a few of “the usual” representatives.
- **Comprehensive:** engaging employers in a variety of issues and activities ranging from curriculum development and competency identification to student advising and placement, and policy advocacy on critical issues.
- **Intensive:** engaging employers substantively and in depth, moving the conversations from a high level (“we need higher-skilled candidates”) to an in-depth dialogue about specific skill sets, long-term economic needs, and strengths and weaknesses of educational programs in meeting them.
- **Empowering:** encouraging employers to develop and assume leadership roles in pathway development and other initiatives; approaching potential partners from business at the outset of a process, rather than near the end.
- **Institutionally varied:** engaging employers through a number of channels, including industry or professional associations, public workforce entities (Workforce Investment Boards, one-stop career centers), chambers of commerce, labor-management training partnerships, and economic development authorities, among others.

The current subsection concludes with Wilson’s qualities, as they are in the core of the EPHT project approach to employer engagement.

Levels and Types of Engagement

Bolden et al. (2010, p. 9), provide us with a very useful table concerning types of Employer Engagement. The following table is taken from their work:



Type of engagement	Examples
Workforce development for people already in employment, including both ‘reskilling’ and ‘upskilling’	<ul style="list-style-type: none"> - Standard or bespoke courses - Existing or development of new programmes - Accredited or not - At very wide range of levels of expertise
Accrediting existing workforce Development	Awarding credits for in-house provision and/or work-based assignments
Employers supporting student Employability	<ul style="list-style-type: none"> - Direct inputs to teaching and/or course materials - Careers work, often linked with recruitment activity - Work experience/work placements
Involvement of employers in curriculum development, often linked with wider engagement	<ul style="list-style-type: none"> - Employer research opening up new areas of research and teaching specialism - Employer participation on programme steering committees/development forums

Table 1: Types of Employer Engagement (Bolden, et al., 2010)

Wilson (2015), conceptualises Employer Engagement as a ladder and he describes the different levels that range from an advisory relationship to a strategic partnership. It has to be noted here that one level, or step, does not necessarily or automatically lead to the next, neither that the included levels are exhausting. There can also be combinations of activities that hereby are presented as belonging to different levels. This is an analytical and

Intellectual Output 2



Employer Programme for Hospitality and Tourism

conceptual construct in order to facilitate understanding regarding the different levels of Employer Engagement. As the author himself notes, “this ‘ladder’ or continuum of employer engagement is not meant to be followed rigidly. It is a stylized model that illustrates a progression from less intensive forms of engagement—such as advisory boards or contract training—to more intensive ones, such as development of pathways or partnering for sectoral workforce initiatives”.

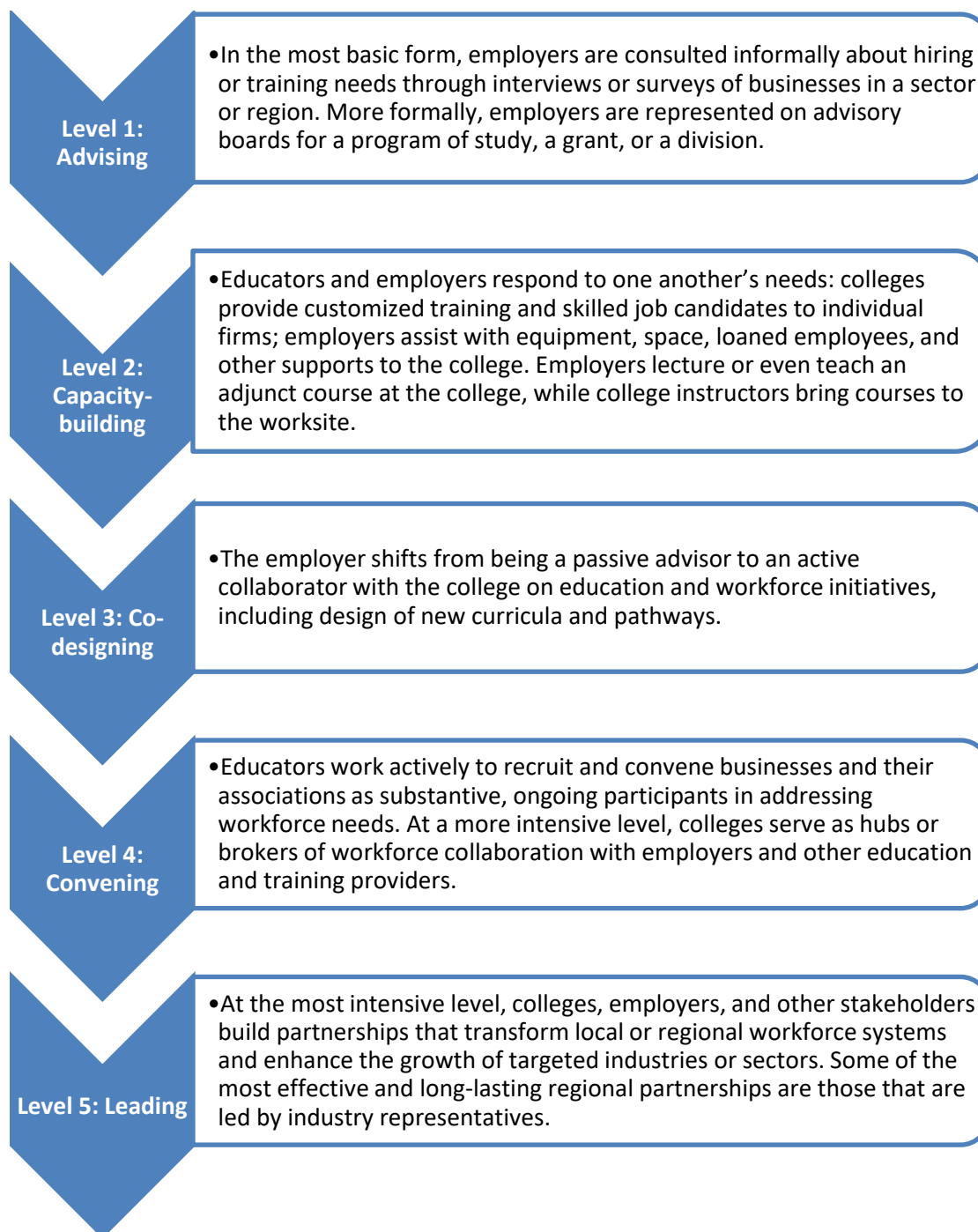


Table 2: Levels of partnership

In this guide, a distinction is being made between Employer Engagement **systems** and Employer Engagement **activities**. This distinction refers to the level of cooperation and mostly to the systematization of various aspects of the set of activities that are related to an employer programme. We have focused mostly on:

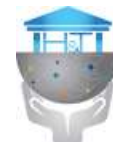
Intellectual Output 2



Employer Programme for Hospitality and Tourism

4. **Communication** (i.e. whether there is a systematic, regulated way of communication between the partners of an employer programme)
5. **Evaluation** (i.e. whether there is a systematic, regulated way of evaluating the results and/or impact of an employer programme)
6. Most importantly, to the **interdependence** and **complementarity** of the different activities comprising an Employer Programme. For example, a programme offering only mentoring, such as this of the University of Ioannina, even though a highly successful **activity**, cannot be considered a holistic approach, in other words a **system**.

Even some cases where we observed and recorded a set of activities, cannot be characterized as systems, as the different activities are considered and implemented as different “projects”.



Evaluation Criteria

A set of evaluation criteria were established by the EPHT project in order to allow the identification and selection of those Programmes and Activities that were rendered as best practices in Employer Engagement. In order to develop these criteria, the following were taken into consideration:

1. **The needs and perceptions of relevant stakeholders**, such as academics, students, employees and owners of H&T organisations. These were identified and presented in a substantialised, systematic manner in the transnational research that took place prior to the composition of this guide in Greece, Cyprus and Finland during the development of IO1.
2. **The theoretical background:** Bolden's et al (2010) and Wilson's (2015) work on employer engagement provided valuable insights for this work. Specifically, Bolden et al does a very useful classification of the different types of effective employment engagement while Wilson conceptualises employer engagement as a ladder and he identifies different levels depending on the strength of partnership relationship. Moreover, the work of Wessel and Jacobsz (2010), the "Employer Engagement: Emerging Practice from QAA Review" report, as well as the B-HERT position paper No. 7, gave us valuable input in the selection of the criteria. Specifically, the key priorities included in the B-HERT position paper, the "ways forward" proposed by the "Employer Engagement: Emerging Practice from QAA Review" report, as well as the systematic management and use of new technologies considered by Wessels and Jacobsz as best practices, were taken in due consideration during the selection of the criteria
3. **The opinions of partners** as expressed during the transnational meetings and the first learning activity in Cyprus, as well as a skype meeting held on the 9th of October, 2017.
4. Brainstorming of the team working on the current intellectual output

Additionally, based on these criterial best practices have been evaluated and rated. The third column contains the number of points (out of a total of 100) that are allocated to each criterion. These criteria are presented in the following table, along with the parameters that

Intellectual Output 2



were assessed or measured, related to each one of them. It is noted that a programme in order to be rendered as a best practice, did not have to combine all these criteria, but at least six out of the ten (excluding points 2, which lists the different activities included in each programme, 11 and 12, which cannot possibly be rated numerically, as they refer to the experience of the stakeholders interviewed and advice they have to offer).

CRITERION	ASSESSMENT	Points allocated
1. Systemic	This criterion monitors whether the programme can be characterized <i>as a system</i> or <i>as a set of activities</i> , i.e. whether it consists of interrelated parts, which work as a whole/system to meet objectives as opposed to activities. Where deemed necessary, justification and comments are also provided	7,71
2. Continuous	In this criterion, we are concerned with whether or not the programme cultivates long-term relationships	7,18
3. Strategic	A programme fulfils this criterion if strategic planning is in place, that facilitates approaching employers in the context of specific plans	6,46
4. Wide ranging	This criterion examines if each programme engages a large number and wide variety of employers by using varied methods/activities. The breadth of different activities is traced, even though this aspect has to be evaluated both quantitatively as well as qualitatively, as there are effective programmes with a limited number of activities and vice versa. Therefore, the number as well as the nature and importance of the different activities are assessed. Generally, a programme was evaluated higher if more and diverse stakeholders are involved.	5,43

Intellectual Output 2



CRITERION	ASSESSMENT	Points allocated
5. Comprehensive	Whether or not the programme engages employers in a variety of issues and activities	5,43
6. Intensive	<p>Whether or not it engages employers substantively and in-depth Whether all partners participate equally in:</p> <ol style="list-style-type: none"> 1. The design of the programme 2. The monitoring of the programme <p>Also, the ways in which partners are engaged, strategies for engagement etc. are included in this cell, where applicable</p>	5,89
7. Empowering	Whether or not it encourages employers to develop and assume leadership roles	5,29
8. Applicable to the H&T	The potential of applicability of the programme or its activities in the H&T sector.	7,00
9. Innovative	Breaks new ground. The innovative aspects of each programme are identified and analysed in this section	7,14
10. Modern	Capitalizes on new trends/developments and modern technology	6,14
11. Mutually valuable, mutual contribution	<p>This criterion checks whether the programme is beneficial to all partners as well as all partners contribute to it equally or almost equally. In other words if it meets the objectives of all stakeholders, secures their mutual contribution.</p> <p>Also, in this criterion we included impact. We</p>	8,29



CRITERION	ASSESSMENT	Points allocated
	evaluated the impact mostly on: <ol style="list-style-type: none"> 1. Curricula 2. Employability of students 3. Enterprises Additionally, other impacts were included that are peculiar to each programme identified	
12. Effective communication	Given that communication emerged as a very important “ingredient” of employer engagement in the transnational research that preceded this guide, it is important to know how successful programmes or activities achieve effective communication between partners, i.e. whether the programme has established mechanisms that secure effective communication (continuous, uninhibited, in a variety of ways, substantial, meeting objectives)	7,89
13. Functional and flexible	Operates smoothly, adjusts to varying needs	6,79
14. Quality assurance	Procedures, methods and criteria in place, systematic monitoring, administration and evaluation This criterion evaluates the monitoring, administration and evaluation of the programme <ol style="list-style-type: none"> 1. Is the programme monitored and evaluated with a systematic manner? 2. Is there staff exclusively allocated to the programme? The system is better evaluated if a quality assurance system is integrated.	5,71
15. Sustainable	Meets the needs of both current and future, secures resource viability, growing and self-developing,	7,64



CRITERION	ASSESSMENT	Points allocated
	promotes sustainability principles	

Table 3: Evaluation Criteria

Criteria weight allocation by partners

As mentioned earlier, the partners were asked to allocate special weights to each criterion and the average weight was assigned to each. The following table shows the weight allocated by each partner:

CRITERIA	HHIC	TEI	MMC	DOCUMENT A	CHA	TAMK	GRUP PO4	AVG all partne rs
1. Systemic – consists of interrelated parts which work as a whole/system to meet objectives as opposed to activities	7,75	10	12,75	6,5	8	2	7	7,71
2. Continuous - cultivates long-term relationships	7,75	8	5	6,5	7	10	6	7,18
3. Strategic – approaches	6,25	5	12	6,5	6,5	3	6	6,46

Intellectual Output 2



employers in the context of specific plans								
4. Wide ranging – engages a large number and wide variety of employers by using varied methods/activities	6,75	5	4,25	6,5	6,5	3	6	5,43
5. Comprehensive – engages employers in a variety of issues and activities	5	4	4	6,5	4,5	8	6	5,43
6. Intensive – engages employers substantatively and in-depth	6,25	2	5,5	6,5	6	8	7	5,89
7. Empowering – encourages employers to develop and assume leadership roles	5,75	2	3,25	7	6	7	6	5,29
8. Applicable to the H&T – can be applied to the hospitality and tourism industry	6,75	8	6,75	7	7,5	6	7	7,00



9. Innovative – breaks new ground	8,5	2	8	7	7,5	10	7	7,14
10. Modern – capitalizes on new trends/developments and modern technology	5,75	3	5,25	6,5	5,5	9	8	6,14
11. Mutually valuable, mutual contribution – meets the objectives of all stakeholders, secures their mutual contribution	9,25	14	5,25	6,5	9	7	7	8,29
12. Effective communication – secures effective communication (continuous, uninhibited, in a variety of ways, substantial, meeting objectives)	7,25	12	6,5	6,5	7	10	6	7,89
13. Functional and flexible – operates smoothly, adjusts to varying needs	6,25	11	3,75	6,5	6	8	6	6,79



14. Quality assurance – procedures, methods and criteria in place, systematic monitoring, administration and evaluation	5	7	5	7	6	2	8	5,71
15. Sustainable - meets the needs of both current and future, secures resource viability, growing and self-developing, promotes sustainability principles	5,75	7	12,75	7	7	7	7	7,64
TOTALS	100	100	100	100	100	100	100	100

Table 4: Weight allocation by partners



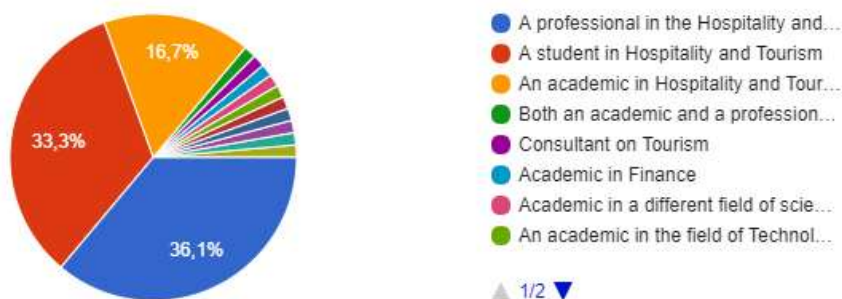
Validation of best practices by stakeholders

A questionnaire was disseminated to various stakeholders, who were asked to validate each practice. They were asked whether or not they consider each practice as a good practice and they were presented with a description of each and a range of reasons for which they consider the practice as a good one. The reasons included:

- Innovation
- Range of activities offered
- Impact/added value
- Mutual benefit to all stakeholders
- Methods of monitoring
- Modern (use of modern methods and technology)
- Applicability in the hospitality industry
- Sustainable
- Other (please specify)

The representativity of the respondents can be seen on the following graph:

I am...
72 απαντήσεις



The results of the validation are presented in the following table. The table contains the average score (in our questionnaire the scale was: 1=I strongly believe this is a best practice – 5=I strongly disagree this is a best practice) for each practice and a bar chart with the frequencies and percentages:

Intellectual Output 2



Practice	Average																		
<p>1. HOSCO</p>	<p>1,93</p>																		
<p>1a. Frequencies & percentages</p> <p>73 απαντήσεις</p> <table border="1"> <caption>Data for 1a. Frequencies & percentages</caption> <thead> <tr> <th>Rating</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>31</td> <td>42,5%</td> </tr> <tr> <td>2</td> <td>21</td> <td>28,8%</td> </tr> <tr> <td>3</td> <td>17</td> <td>23,3%</td> </tr> <tr> <td>4</td> <td>3</td> <td>4,1%</td> </tr> <tr> <td>5</td> <td>1</td> <td>1,4%</td> </tr> </tbody> </table>		Rating	Frequency	Percentage	1	31	42,5%	2	21	28,8%	3	17	23,3%	4	3	4,1%	5	1	1,4%
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1	31	42,5%																	
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3	17	23,3%																	
4	3	4,1%																	
5	1	1,4%																	
<p>2. School of Hotel, Resort and Spa Management, University of Derby</p>	<p>1,9</p>																		
<p>2a. Frequencies & percentages</p> <p>73 απαντήσεις</p> <table border="1"> <caption>Data for 2a. Frequencies & percentages</caption> <thead> <tr> <th>Rating</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>32</td> <td>43,8%</td> </tr> <tr> <td>2</td> <td>25</td> <td>34,2%</td> </tr> <tr> <td>3</td> <td>10</td> <td>13,7%</td> </tr> <tr> <td>4</td> <td>3</td> <td>4,1%</td> </tr> <tr> <td>5</td> <td>3</td> <td>4,1%</td> </tr> </tbody> </table>		Rating	Frequency	Percentage	1	32	43,8%	2	25	34,2%	3	10	13,7%	4	3	4,1%	5	3	4,1%
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<p>3. Nottingham University Business School Employer Programme</p>	<p>2,23</p>																		



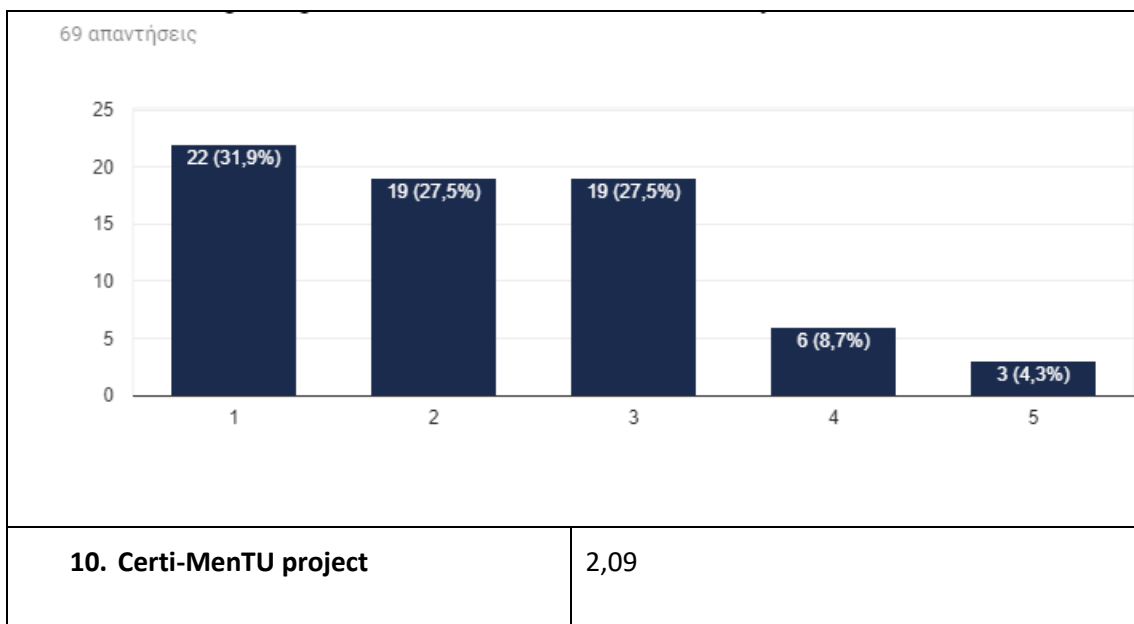
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<p>3a. Frequencies & percentages</p> <p>73 απαντήσεις</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>26</td> <td>35,6%</td> </tr> <tr> <td>2</td> <td>16</td> <td>21,9%</td> </tr> <tr> <td>3</td> <td>22</td> <td>30,1%</td> </tr> <tr> <td>4</td> <td>6</td> <td>8,2%</td> </tr> <tr> <td>5</td> <td>3</td> <td>4,1%</td> </tr> </tbody> </table>		Category	Frequency	Percentage	1	26	35,6%	2	16	21,9%	3	22	30,1%	4	6	8,2%	5	3	4,1%
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5	3	4,1%																	
<p>4. London Careers Clusters - Accommodation and Food Service programme - "Pan Out London"</p>	2,01																		
<p>4a. Frequencies & percentages</p> <p>73 απαντήσεις</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>31</td> <td>42,5%</td> </tr> <tr> <td>2</td> <td>20</td> <td>27,4%</td> </tr> <tr> <td>3</td> <td>15</td> <td>20,5%</td> </tr> <tr> <td>4</td> <td>4</td> <td>5,5%</td> </tr> <tr> <td>5</td> <td>3</td> <td>4,1%</td> </tr> </tbody> </table>		Category	Frequency	Percentage	1	31	42,5%	2	20	27,4%	3	15	20,5%	4	4	5,5%	5	3	4,1%
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<p>5. Graduate Employability Project (GEP) – Edinburgh Napier University</p>	2,09																		



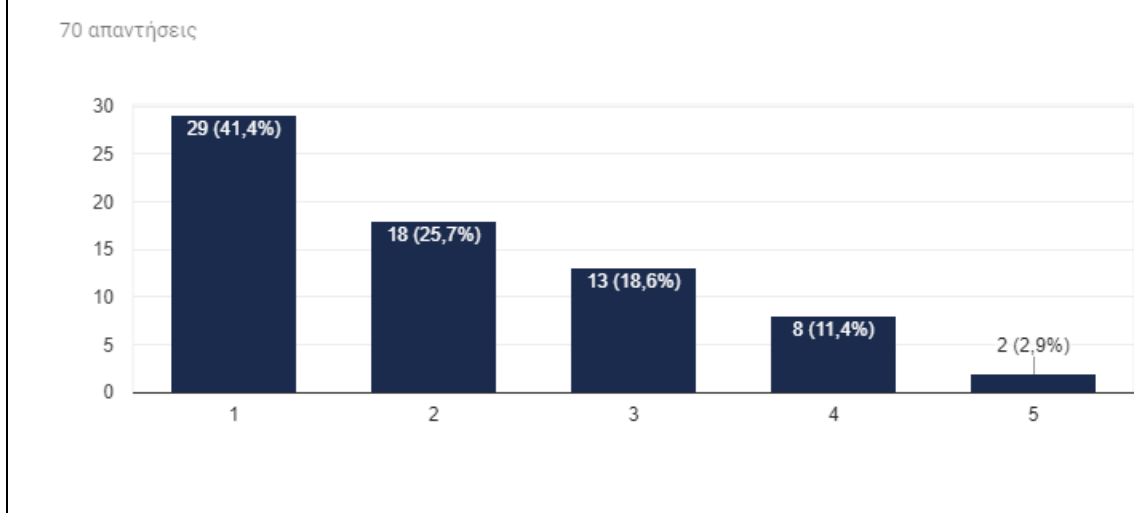
<p>5a. Frequencies & percentages</p> <p>70 απαντήσεις</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>30</td> <td>42,9%</td> </tr> <tr> <td>2</td> <td>12</td> <td>17,1%</td> </tr> <tr> <td>3</td> <td>22</td> <td>31,4%</td> </tr> <tr> <td>4</td> <td>4</td> <td>5,7%</td> </tr> <tr> <td>5</td> <td>2</td> <td>2,9%</td> </tr> </tbody> </table>		Category	Frequency	Percentage	1	30	42,9%	2	12	17,1%	3	22	31,4%	4	4	5,7%	5	2	2,9%
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<p>6. Tampereen ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK)</p>	<p>2,3</p>																		
<p>6a. Frequencies & percentages</p> <p>71 απαντήσεις</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>35,2%</td> </tr> <tr> <td>2</td> <td>15</td> <td>21,1%</td> </tr> <tr> <td>3</td> <td>19</td> <td>26,8%</td> </tr> <tr> <td>4</td> <td>9</td> <td>12,7%</td> </tr> <tr> <td>5</td> <td>3</td> <td>4,2%</td> </tr> </tbody> </table>		Category	Frequency	Percentage	1	25	35,2%	2	15	21,1%	3	19	26,8%	4	9	12,7%	5	3	4,2%
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<p>7. Kajaanin Ammattikorkeakoulu Oy / Kajaani University of Applied Sciences (KAMK)</p>	<p>2,13</p>																		



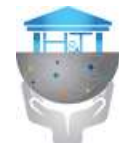
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<p>8. Liaison Office of Athens University of Economics and Business</p>	<p>2,17</p>																		
<p>8a. Frequencies & percentages</p> <p>70 απαντήσεις</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>25</td> <td>35,7%</td> </tr> <tr> <td>2</td> <td>19</td> <td>27,1%</td> </tr> <tr> <td>3</td> <td>17</td> <td>24,3%</td> </tr> <tr> <td>4</td> <td>7</td> <td>10%</td> </tr> <tr> <td>5</td> <td>2</td> <td>2,9%</td> </tr> </tbody> </table>		Category	Frequency	Percentage	1	25	35,7%	2	19	27,1%	3	17	24,3%	4	7	10%	5	2	2,9%
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4	7	10%																	
5	2	2,9%																	
<p>9. Mentoring Programme, Liaison Office, University of Ioannina</p>	<p>2,26</p>																		
<p>9a. Frequencies & percentages</p>																			



10a. Frequencies & percentages



In general, the best practices identified have been validated. The average scores range from 1,90 (best practice 2) to 2,3 (best practice 6). None of them though received a very high score, as made clear by the range of scores. They are all close to “agree” and none is close to “strongly agree”. This demonstrates vocally the need for innovative, holistic approaches such as the one proposed by the EPHT project. On the other hand, the majority of respondents either agreed or strongly agreed that they are indeed best practices, which was the purpose of this questionnaire from the beginning.



Best Practices Identified



1. Hosco – Hospitality Connections

Country: International

Data gathered through:

- ✓ Desk Research, Hosco website (<https://www.hosco.com/>) and social media pages and profiles
- ✓ Interview with Ben Offord, Work Placement Officer at University of Derby - School of Hotel, Resort and Spa Management (the school is a Hosco member)

Description:

Hosco is an ONLINE exclusive community for hospitality players (through membership).

There are fees for certain activities and services that only apply when success is confirmed. Launched in October 2011, the network optimises the way hospitality talents, schools and companies meet and interact. Hosco can be considered to be a system integrating several activities such as networking activities, placements, learning activities and recruitment. Hosco supports students and professionals in their networking, learning and recruitment efforts. In parallel, it assists leading hotel schools in optimizing their placement and alumni management strategies. Through Hosco, hospitality employers gain a great deal of visibility towards students as well as professionals in the sector.

At present, 115,000+ talents, 160+ hotel schools and 2,000+ employers make up the Hosco community. The Hosco website also encourages students and faculty to become “Hosco ambassadors at their schools”. Hosco ambassadors help schoolmates find jobs, they have the opportunity to network and make



Employer Programme for Hospitality and Tourism

contacts within the industry, become visible with special visibility of their profile on Hosco, win Prizes and compete against ambassadors from different schools.

Hosco has been awarded with the EuroCHRIE International Industry Award 2014, Dubai.

AVERAGE SCORE BY STAKEHOLDERS²: 1,93

STRONG POINTS:

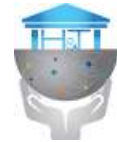
- ✓ The size of the partnership (115,000+ talents, 160+ hotel schools and 2,000+ employers)
- ✓ Usable and visually attractive website/platform for networking and collaborating
- ✓ The “Hosco ambassadors”, who represent Hosco in schools around the world
- ✓ The gains for partners participating
- ✓ Very active presence in major social media platforms

Challenges no data available

Success factors The fact that it is an online community with so many successful partners.

CRITERIA

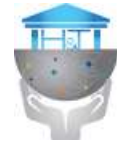
² Here, the average score that relevant stakeholders gave to each best practice through the validation questionnaire will be recorded. The question concerned level of agreement with the fact that each is a best practice. 1 stood for “I strongly agree” and 5 for “I strongly disagree”



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	Hosco can be considered as a system, due to its range of activities, their interdependence and its size. Additionally, the important aspect of systematised communication through the Hosco platform is an important element which cannot be omitted.	3,19
2. Continuous	Hosco is rather continuous, as it cultivates long-term relationships between various stakeholders in the hospitality industry, including schools, students, employers, who can acquire membership in the community.	3,18
3. Strategic	Hosco is based on an initiative by its founders and strategically, it works towards the aim of approaching and engaging in its activities as many stakeholders as possible. It is characterised by strategic planning.	2,49
4. Wide ranging	<p>The activities that are implemented by Hosco, include:</p> <ul style="list-style-type: none"> - Networking - Advertising of businesses and positions - Hosco ambassadors (see criterion 11) - Job search 	2,17



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>- Consulting and advisory services for employers</p> <p>Hosco combines important activities in a well-defined scope. All activities aim at the same result: Employability and talent recruitment. Even though quantitatively the activities are limited, qualitatively they are solid and interconnected.</p>	
5. Comprehensive	Hosco does engage employers in its range of activities.	2,09
6. Intensive	<p>Even though employers are engaged in Hosco’s activities, they are not engaged in the design, monitor, plan and coordination processes.</p> <p>Partners are engaged in different ways. Schools and employers are engaged through advertising the programme, while students are engaged by schools and Hosco ambassadors.</p>	1,60
7. Empowering	Hosco does not offer the possibility to employers to lead it, as it is a private organisation and not a consortium of different partners.	1,13



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>8. Applicable to the H&T</p>	<p>Hosco already applies in the Hospitality sector. Hosco as an ICT tool can also act as a best practice and a valuable input for the EPHT platform to be designed by the current project.</p>	<p>3,30</p>
<p>9. Innovative</p>	<p>Hosco is very innovative as it is the biggest online community connecting schools and employers in the hospitality industry. The structure of the website, which acts as an online platform as well, is simple. There are tabs that correspond to different stakeholder types, i.e. employers/companies and schools/students/faculties. The following tabs appear on the site:</p> <ul style="list-style-type: none"> - Search Jobs - Explore Companies - Get Advice - For Employers - For Schools - Join today <p>The first tab, entitled “search jobs” includes job positions from all around the world, in a structured manner. The second</p>	<p>3,16</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>one lists the companies that are partners in Hosco.</p> <p>The “get advice” page includes dozens of articles on:</p> <ul style="list-style-type: none"> - Career coaching - Industry insights - City guides - Visa tips 	
<p>10. Modern</p>	<p>Since Hosco is the biggest online community connecting schools and employers in the hospitality industry and since its activities revolve mainly around its online platform, it capitalises to a great extent on ICT and new communication technologies</p>	<p>2,89</p>
<p>11. Mutually valuable, mutual contribution</p>	<p>Hosco has a lot to offer to all partners participating in the community. To employers, it gives the opportunity to recruit talent from more than 800 schools throughout the globe, to strengthen their brand through a branded profile, news and updates, articles and videos will showcase your branding and culture and to optimise their resources, as “Hosco's preselecting system and global scope ensures the most efficient recruitment experience. A strong pool of skilled</p>	<p>3,32</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>international profiles for all your vacancies is available all year long”.</p> <p>Schools can boost their visibility “through branded profiles, news, followers and more, your school, students and alumni will gain visibility in the hospitality industry internationally”, place their talents, through the wide variety of international opportunities offered from many global hospitality companies. Talents can be both found and easily reached out to by top recruiters and last but not least, to guide their talents: Career coaching, city guides and industry insights help students and alumni grow, develop and become professionals.</p> <p>Moreover, students and faculty can become “Hosco ambassadors”. The gains and incentives for a Hosco ambassador include helping schoolmates find jobs, networking and making contacts within the industry, becoming visible with special visibility of their profile on Hosco, wining Prizes and competing against ambassadors from different schools</p> <p>The ambassadors contribute to the community in different ways. They promote the community so that students register on Hosco, they organize special events on their campuses, create and share content on social media, share Hosco videos and articles on social media, help students with their Hosco account and attend events with the Hosco team.</p> <p>As far as contribution from employers is concerned, a single experienced consultant manages their searches and fees only apply when success is confirmed.</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
12. Effective communication	Partners communicate mostly online, as well as in events that are organised in the different schools that are partners in Hosco	2,93
13. Functional and flexible	Hosco operates smoothly. It also adjusts to varying needs, as it allows employers post their own ads and in general plays the role of a mediator/medium.	2,49
14. Quality assurance	No data available	
15. Sustainable	Hosco is self sustainable, as it is funded by the membership fees provided by its members. It does not rely on external funding. In this sense, it promotes sustainability principles, as it is an independent organization that functions as a medium, connecting schools, students and employers.	3,69
AVERAGE WEIGHTED SCORE		2,69



2. School of Hotel, Resort and Spa Management, University of Derby

Country: UK

Data gathered through:

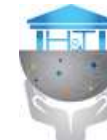
- ✓ Interview with Ben Offord, Work Placement Officer at University of Derby - School of Hotel, Resort and Spa Management
- ✓ Desk research (<https://www.derby.ac.uk/departments/hotel-resort-and-spa-management/>)

DESCRIPTION:

In general, the rationale at the University of Derby concerning activities that are related to linking education and work, can be summarised in “*Real world learning*”, which, according to the University’s website “*is what makes studying at Derby different to anywhere else*”.

The university works with organisations and employers, allowing the students to have access to events and masterclasses with leading employers and organisations, being mentored by successful professionals in the region, work on live projects as part of the students’ assignments, spend time on an internship or placement, take part in trips to see what they are learning in action, choose to spend a semester studying abroad, gain vital experience in the university’s facilities which include an award-winning day spa, seven industry-standard kitchens, a grade II* listed events venue, where students work and these facilities operate as spin-offs.

It is noteworthy that the university has the most employable graduates in the East Midlands.



Employer Programme for Hospitality and Tourism

Particularly, in the school of Hotel, Resort and Spa Management, many activities related to employer engagement are implemented, including practical advice by career consultants, a wide range of workshops as well as different activities aiming at higher employability.

AVERAGE SCORE BY STAKEHOLDERS: 1,9

STRONG POINTS:

- The spa and events venue that operate in the university campus and are open to the public
- The annual forum which brings together employers and students
- The wide range of activities included in the Employer Programme
- The “real world learning” philosophy
- The active participation in Hosco
- The reputation that the Programme has acquired

WEAK POINTS:

- The lack of a systematic evaluation methodology

Challenges

According to Offord, student engagement can be difficult sometimes.

Success factors

For an Employer Programme to thrive, according to Offord, one should start from very small actions, low level of commitment and take it gradually on the next level. Particularly, for the Employer Programme of the school of Hotel, Resort and Spa Management, a

Intellectual Output 2

BEST PRACTICES GUIDE

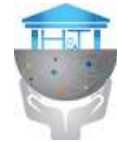


Employer Programme for Hospitality and Tourism

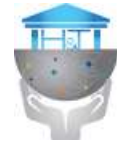
critical success factor is the university of Derby concept of “real world learning”, which allows students to practice and experience what they are going to do in their career. Also, the spa and the events venue which operate in the campus make the Programme very successful.

CRITERIA

CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	The Employer Programme of the School of Hotel, Resort and Spa Management, University of Derby can be characterised as a system, as it offers holistic solutions to students. It is in a position to equip them with a wide range of knowledge and skills, as it combines many activities, with the most important being “real world learning” philosophy.	3,63
2. Continuous	As far as the levels of partnership are concerned, the highest level has been achieved with some employers, who are very engaged with the university, while with others a more basic level of collaboration is maintained. In other words, the programme is continuous, as with some employers it has achieved strong, long lasting relationships and mutual trust.	3,18



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>3. Strategic</p>	<p>The programme is strategic, as it is an outcome of the university’s rationale of “real world learning” and it strategically aims at connecting schools with the labour market through ongoing partnerships, relevance of curricula etc.</p>	<p>3,05</p>
<p>4. Wide ranging</p>	<p>The programme combines a wide range of activities and has a wide scope. Activities include:</p> <ul style="list-style-type: none"> - Events and masterclasses with leading employers and organisations - Mentoring - Live projects as part of the students’ assignments - Internships and placements - Trips for action learning - Opportunities to study abroad - Experience through working in the university’s facilities which include an award-winning day spa, seven industry-standard kitchens and a grade II* listed events venue - Guest lectures and masterclasses from the industry - Field trips for students in premises of businesses 	<p>2,56</p>



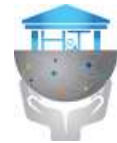
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>5. Comprehensive</p>	<p>The programme does indeed involve employers on many levels. They participate in the annual forum where employers from the Hospitality Industry meet with programme leaders and they talk to the programme leaders about what are the trends and needs in the industry and then the curricula are shaped to reflect that (February each year).</p> <p>The employers usually approach the school rather than the other way around, as the Programme has acquired a high status and a good reputation among employers. Alumni of the school help in this direction, as they act as ambassadors for the school and some of them are now employers, coming back to the school as partners.</p>	<p>2,33</p>
<p>6. Intensive</p>	<p>As far as the levels of partnership are concerned, the highest level has been achieved with some employers, who are very engaged with the university, while with others a more basic level of collaboration is maintained.</p>	<p>2,36</p>
<p>7. Empowering</p>	<p>Employers do not assume leadership roles, nevertheless they provide their views on the curricula, and the latter are shaped by these views to an extent.</p>	<p>1,66</p>
<p>8. Applicable to</p>	<p>The programme of the school of Hotel, Resort and Spa Management already applies in the H & T sector.</p>	<p>3,30</p>



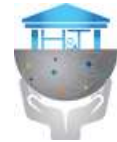
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
the H&T		
9. Innovative	<p>The innovative aspect of the Programme lies in the fact that courses are revised every year to reflect the new trends of the industry. More importantly, the school owns and operates a day spa and an events venue, which are very successful.</p> <p>The students, through their participation in the various activities designed and implemented by the programme can build very strong CVs, which they can utilise as soon as they graduate.</p> <p>Moreover, the University’s “real world learning” philosophy is innovative and very useful as it promotes the relevance of teaching methods and curricula.</p>	3,09
10. Modern	The School is an active member of Hosco (see best practice 1).	2,46
11. Mutually valuable, mutual	Given that there is shortage of staff, in the Hospitality sector, the employers need people, whom they can find and recruit from the university and particularly through the activities organized by the Programme.	3,91



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>contribution</p>	<p>Employers also have the chance to learn about Higher Education and more importantly, to be promoted through Hosco, the vibrant online hospitality community, which brings together employers and hospitality schools from around the globe. The school has its own profile on Hosco and it can help employers publish ads, find suitable candidates and promote their businesses. Moreover, through their participation in the annual forum each February, they can network with students, academics and other employers. It is noteworthy that the event is usually fully booked and approximately 45 employers and 300 students participate each year. Some of the companies also offer a wide variety of activities, such as guest speakers and field trips for students in their premises.</p> <p>For academics and the school itself, the gains include up-to-date curricula, successful graduates, guest speakers for masterclasses and demonstrations (e.g. cooking), which are offered by the employers participating in the Programme.</p> <p>Other gains of Academics and the university are:</p> <ul style="list-style-type: none"> • Enhanced employability of graduates • Vocationally relevant curriculum • Access to industry-standard resources 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> • Status and reputation <p>Finally, students gain:</p> <ul style="list-style-type: none"> • Internships • Networking • Professional experience • Enhanced employability • Vocationally relevant curriculum • Access to industry-standard resources • Opportunities for workplace and/or placement learning • Opportunity to develop workplace-relevant skills • Credits, depending on the path of studies <p>The programme has a major impact on student employability. This is measured through the “Destination of Higher Education Leavers”. This is being made 6 months after graduation.</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	As far as curricula are concerned, they are impacted by the annual forum organised by the university, where employers from the Hospitality Industry meet with programme leaders and they talk to the programme leaders about what are the trends and needs in the industry and then the curricula are shaped to reflect that. The forum is being held every February.	
12. Effective communication	Communication takes place in many different ways and forms. Firstly, the annual forum organised by the university, where employers from the Hospitality Industry meet with programme leaders is an occasion for communication. Additionally, feedback is obtained through different ways. Even though, except for the forum, communication is not structured and systematic, it is effective, as it is personalised, based on the needs of each partner and on the level of partnership as well as the interpersonal relationship with each partner’s representative.	3,49
13. Functional and flexible	The Programme operates smoothly and the annual forum organised by it February of each year provides and opportunity for brainstorming and acquiring employers’ feedback, which is utilised for adjusting the Programme in the ever-changing needs of the industry.	3,01



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>14. Quality assurance</p>	<p>There is no systematic evaluation methodology applied particularly in the careers services of the university of Derby, even though the students participate in the National Student Survey (NSS), which includes the Programme’s activities. Nevertheless, employability of their students is measured, with the methodology described earlier, in the “impact” section.</p> <p>Moreover, the employers have many opportunities to provide feedback to the school. During students’ applications, during the “working month”, etc.</p>	<p>1,79</p>
<p>15. Sustainable</p>	<p>The Programme is funded and managed by the university. The staff dedicated to the Programme at the school of Hotel, Resort and Spa Management is one full time and one part time employee.</p>	<p>3,06</p>
<p>AVERAGE WEIGHTED SCORE</p>		<p>2,86</p>



3. Nottingham University Business School Employer Programme

Country: UK

Data gathered through:

- ✓ Interview with Jacqueline Andrews³, Skills & Development Manager, Enactus University Adviser, Nottingham University Business School
- ✓ Form completion by Jacqueline Andrews, Skills & Development Manager, Enactus University Adviser, Nottingham University Business School

DESCRIPTION:

The Employer Programme was initially set up within the Business School to address key areas relating to study skills and employability skills that worked with the Business degree programmes. So for example, Jacqueline Andrews would run sessions on Academic writing referencing plagiarism, reading effectively, making notes, all of which she was best placed to lead. However, she had been approached by a number of companies who wished to come and

³ Since the Programme has now undergone alterations, Jacqueline Andrews, who was in charge of the Business School Employer Programme in the past noted: *“In the first respect I would like to confirm that I have been asked to provide information on the Employer programme that I set up in 2005 for the Nottingham University Business School. That is not the Programme that is now being run at the University by our Careers and Development Service. We have an excellent Careers service at Nottingham who provide programmes and support for all the students. I do not work in that department and cannot comment on their strategy or processes. I can only provide information on my approach as I took it then”*.



Employer Programme for Hospitality and Tourism

speak to the students and provide them with opportunities for internships or graduate positions. She felt the students would perhaps listen more to an external organisation telling them about skills development rather than herself. She therefore worked with the companies to look at specific skills session they could run, and at the end of which they could also tell the students about the opportunities at their organisations. She identified the skills session she felt could be run by an employer such as presentation skills, team working, how to use case studies, communication skills, Business Games, commercial awareness, cultural awareness, use of media for business amongst others. The Programme worked with companies such as PwC, EY, Deloitte, KPMG, P&G Unilever, Rolls Royce, Nestle, Mars, Tesco, Allianz, Barclays, Boots, BT, Capital One, Experian, Deutsche Bank HSBC, Grant Thornton, GSK, Jaguar Land rover, JCB, L'Oréal, NEXT, Npower, Shell. They also covered assessment days, interview skills, CVs, and application skills.

Moreover, the programme set up a flying start programme, which is a Programme, developed between NUBS, PWC and ICAEW (Institute of Chartered Accountants in England and Wales). Students study for 4 years partly with NUBS and Partly with PWC, they gain all their ICAEW qualifications and when they graduate they most likely get employed by PWC.

AVERAGE SCORE BY STAKEHOLDERS: 2,23

STRONG POINTS:

- ✓ The breadth of different activities
- ✓ The effectiveness of the Programme
- ✓ The involvement of large corporations and enterprises with a high status and reputation
- ✓ The applicability to different sectors
- ✓ The impact of the Programme on various stakeholders
- ✓ The wide range of benefits to different groups

Intellectual Output 2

BEST PRACTICES GUIDE



WEAK POINTS:

- ☒ The absence of a systematic Quality Assurance process
- ☒ The low level of involvement of faculty and university staff, which resulted in low to no impact on curricula

Challenges

In the NUBS Employer Programme, the biggest challenge was student engagement, getting students to turn up and engage with the presentations. Having good presenters that will engage the students was another challenge, as sometimes the most knowledgeable are not the most engaging. A very senior representative can sometimes not engage the students well. Alumni can be good to relate to the students but do not always have enough knowledge. Usually, a combination of an experienced person with a young alumnus is a good match.

Success factors

According to Andrews, in order for a Programme like the one she established to thrive, one needs to understand **what skills the students need**. To understand what they need to have from an academic viewpoint and from their prospective employer's viewpoint and then look at ways that a Programme can jointly develop these skills to a mutual advantage for all partners. An effective incentive for students is crucial in order for them to be engaged with the programme, whether through rewards, certificate or competition. If students are not interested to attend or participate in the activities of a Programme, employers won't come back



CRITERIA

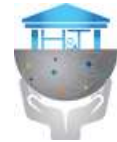
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	Set of activities	1,65
2. Continuous	As far as the levels of partnership are concerned, the highest level has been achieved with some employers, who are very engaged with the university, while with others a more basic level of collaboration is maintained. In other words, the programme is continuous, as with some employers it has achieved strong, long lasting relationships and mutual trust.	2,46
3. Strategic	There was no strategic planning in place for the programme, as it was based on the initiative of one person	1,20
4. Wide ranging	<p>The programme combines a wide range of activities and has a wide scope. Activities include:</p> <p>A. Employers:</p> <ul style="list-style-type: none"> - Provide guest speakers from the industry - Provide work experience/practical exercise programmes to students 	1,90



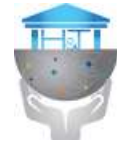
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> - Organise student visits in the organisation - Organise and review mock applications & interviews - Deliver thematic workshops/seminars - Provide mentoring to students - Organise/fund/implement sponsorships/ competitions • Academics and educational institutions: <ul style="list-style-type: none"> - Provide funding for the Employer Programme - Offer venues in the school premises for conferences etc. • Students: <ul style="list-style-type: none"> - Participate in industry Visits - Participate in work experience/practical exercise programmes - Participate in mock Applications & Interviews - Participate in thematic workshops/seminars - Participate in job shadowing 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>5. Comprehensive</p>	<p>All stakeholders were involved equally, and employers had the opportunity to participate in many aspects of the programme. However, some of the employers participating were more engaged than others. For example, the programme set up a flying start programme, which is a Programme, developed between NUBS, PWC and ICAEW (Institute of Chartered Accountants in England and Wales). Students study for 4 years partly with NUBS and Partly with PWC, they gain all their ICAEW qualifications and when they graduate they most likely get employed by PWC.</p>	<p>1,71</p>
<p>6. Intensive</p>	<p>Even though there is no general conclusion on the level of partnership that applies to all employers participating and to all activities implemented through the programme, with some employers, the highest possible level of partnership was reached, i.e. the level on which “Partners plan and execute different activities together”, as expressed in our form with which we collected the practices. At this level, which can be likened to Wilson’s (2015) level 5 “colleges [in our case, the NUBS], employers, and other stakeholders build partnerships that transform local or regional workforce systems and enhance the growth of targeted industries or sectors. Some of the most effective and long-lasting regional partnerships are those that are led by industry representatives”.</p>	<p>2,02</p>
<p>7. Empowering</p>	<p>The flying start programme, which is a Programme, developed between NUBS, PWC and ICAEW (Institute of</p>	<p>1,81</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>Chartered Accountants in England and Wales). Students study for 4 years partly with NUBS and Partly with PWC, they gain all their ICAEW qualifications and when they graduate they most likely get employed by PWC, is an example of how employers were empowered through the NUBS employer programme. In this case they worked closely with the university to develop a study programme jointly.</p>	
<p>8. Applicable to the H&T</p>	<p>According to Andrews, <i>“This approach could be applied to any sector, it will mostly depend on the relations you can build with organisations. Although the majority of students will go to work for small companies, these types of companies do not have the time or the resources to come to universities to work on such programmes. You will therefore be reliant on the larger organisations. Large hotel chains, tour operators flight operators, it is important to ensure all partners get benefits from the agreement. Employers will be helping to train students in the skills they feel are required for the graduates they need to improve their organisations, and will also be able to access the top graduates to promote their schemes to them”</i>.</p> <p>Therefore, the activities of this programme are suitable for application in the hospitality and tourism sector. Especially the workshops for promoting student-updated skills are a very useful practice for the H&T, as it is a service industry. For example, in our case, successful chefs or managers of successful enterprises in the H&T could deliver workshops</p>	<p>3,00</p>



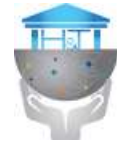
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	in the HEIs.	
9. Innovative	As far as innovation is concerned, the programme brought the employers more into the school. In this way, the school built relationships with them that then allowed working with them on other areas, such as sponsorship, prizes and competitions, improving therefore the students' overall skills. It also brought many alumni back to the School to run workshops.	2,45
10. Modern	The Programme did not capitalise on new trends, it adopted a rather traditional approach	0,96
11. Mutually valuable, mutual contribution	<p>An important element of a successful Employer Programme, is the gains and benefits it has to offer to the different stakeholders involved. The benefits must be mutual, because this facilitates and safeguards active participation in the Programme. The NUBS Employer Programme, combined different gains to each stakeholder participating.</p> <p>As far as employers are concerned, it offered them access to ready skilled workforce, to a skilled graduate workforce. Also, the employers participating gained status and reputation and skilled interns. They had the opportunity for staff development, as guest lectures were organized both in the workplace and at the school.</p>	2,96



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>Regarding NUBS, through the Employer Programme it had the opportunity to enhance employability of graduates, as well as the opportunity to form and establish networks and relationships through the activities of the Programme, which brought together people from the industry with staff and students from the School.</p> <p>The students were able to benefit in multiple ways, including access to scholarships and awards, internships, networking, professional experience, enhanced employability, opportunities for workplace and/or placement learning and opportunity to develop workplace-relevant skills. Even though the students were not assigned any credits for their participation in any of the activities of the programme, they were given a certificate, which increasingly acquired more status as the Programme started acquiring status amongst employers.</p> <p>Concerning forms of contribution by different partners, an aspect which is strongly interrelated with the benefits, as an Employer Programme is based on a “you scratch my back, I’ll scratch yours” relationship. In the NUBS Employer Programme the employers were contributing in kind in all cases, rather than funding or equipment. The most common resource they provided to the programme was time. More specifically, they provided guest speakers from the industry, work experience/practical exercise programmes to students, they organised student visits in the organization and mock applications & interviews. Moreover, they delivered thematic workshops/seminars, provided</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>mentoring to students and organized and implement sponsorships/ competitions</p> <p>On the other hand, one might say that the only shortcoming of the NUBS Employer Programme was the less active involvement of academics, a fact that resulted also in low impact on the curricula. Nevertheless, the University provided funding for the Employer Programme , as well as offered venues in the school premises for conferences etc.</p> <p>Finally, students participated in industry Visits, in work experience/practical exercise programmes in mock Applications & Interviews, in thematic workshops/seminars and in job shadowing.</p> <p>As far as impact is concerned, the situation before the Programme was established was based on the University’s Central Career service, which has always had strong links with industry but was much smaller before the Business School Employer Programme was established. They ran many employer events and careers fairs, but on a different campus and this was much more linked to students seeing what employers had to offer. The new programme was linked much closer to skills development and the skills the students needed to help them develop.</p> <p>The impact and added value of the Programme is based on the fact that it was widening the students’ understanding of different sectors and roles within organisations, developing skills required to progress well on their course but also</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>linked to employability skills that would help them to gain graduate positions. It was helping them to understand the how the information they were learning on their degrees would be used in their graduate jobs.</p> <p>In general, the programme did not change the curricula as it ran alongside and not within the degree programmes. Through their strong links with PwC however the programme did set up a flying start programme which is a Programme developed between NUBS, PwC and ICAEW (Institute of Chartered Accountants in England and Wales). Students study for 4 years partly with NUBS and Partly with PwC, they gain all their ICAEW qualifications and when they graduate they most likely get employed by PwC.</p> <p>Employability is impacted by the Programme to a great extent, as the students are more prepared, build stronger CVs, know how to apply and compete for a job, they know what to expect at assessment days, they understand the skills they have developed and how the latter relate to business.</p>	
<p>12. Effective communication</p>	<p>Communication between partners took place by phone and email as well as occasional meetings in employer days at the university, business fairs, etc. There was no system in place regulating and ensuring frequent communication though.</p>	<p>1,92</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>13. Functional and flexible</p>	<p>The Programme demonstrated a great deal of flexibility, as different employers were engaged with different ways and on different engagement levels, according to their needs. As for functionality, it was based mostly on initiatives taken by one person, which cannot be always effective.</p>	<p>2,04</p>
<p>14. Quality assurance</p>	<p>The evaluation scheme of the Programme was rather simple albeit effective. Students were asked to complete a feedback form after each session to see what went well and what did not. The employers were also able to provide their feedback to Andrews after each activity concerning how they felt it went.</p> <p>Even though the evaluation methodology is rather simple and not systematic, it was effective. The main participants i.e. students and employers, were able to provide their feedback. The fact that the employers participating were not providing their feedback in a formal manner, could be considered as a way to enhance relationships on the one hand, and collect more unbiased data on the other, as informal settings and processes, in some cases, have rather positive effects on responses.</p>	<p>1,88</p>
<p>15. Sustainable</p>	<p>The Programme was funded by the University, in the form of man-hours (staffing). It did not prove sustainable as it stopped functioning in this form.</p>	<p>0,98</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
AVERAGE WEIGHTED SCORE		1,93



4. London Careers Clusters - Accommodation and Food Service programme - "Pan Out London"

Country: UK

Data gathered through:

- ✓ Form completion by Tim Andrews (LTR – Learn Train Recruit, partner in “Pan Out London”).
- ✓ Interview with Tim Andrews (LTR – Learn Train Recruit, partner in “Pan Out London”)
- ✓ Desk Research (<http://panout.london/>)

DESCRIPTION:

"Pan Out London" is a project designed to change the perception of the Hospitality industry by connecting leading industry employers directly with London schools through 18 pilots. Each pilot will seek to inspire and equip young people children in secondary education to know how they can enter the sector and prosper through a long-term career.

The project's aim is to actively engage school children in secondary education, teachers and careers advisors and enable them to understand the variety afforded them in a hospitality career. The pilots will be varied, in the same way the opportunities in the sector are broad – from event management to graphic design, and customer service to creative food concepts. Employers that are involved reflect the diversity of the Hospitality industry ranging from caterers, restaurants, hotels, Cocktail bars, Events and Food bloggers – each bringing a unique take on the sector. The programme has already successfully run the Wandsworth Young Chef of the Year Awards, which was hugely successful and has sign-ups for another competition next year.



Employer Programme for Hospitality and Tourism

The project so far has implemented Cocktail Masterclasses for the teachers with one of London's leading bar groups and have also been present at various careers events run by schools. The biggest obstacle has been resistance by some of the schools who tend to focus on more obvious careers such as Lawyers, Accountants, Doctors, etc. Those that have engaged however have said that they found it rewarding and eye opening. Created in partnership, Pan Out is funded by the European Social Fund – a strand of European Union to improve lives through skills development and finding jobs. Rinova are leading the project in partnership with Wandsworth Lifelong Learning and Learn Train Recruit.

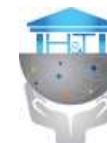
AVERAGE SCORE BY STAKEHOLDERS: 2,01

STRONG POINTS:

- The wide range of activities
- The competitions as incentives for students
- The evaluation methodology
- The active participation of all stakeholders, who are involved in a full partnership
- The variety of stakeholders involved (VET, schools, students, recruitment agencies)

WEAK POINTS:

- The fact that the programme is not self-sustainable
- The programme receives external funding
- It is based on designing and piloting activities and not establishing them in the long term



Employer Programme for Hospitality and Tourism

Challenges

The biggest challenge that the partners faced, was resistance from some schools, which were reluctant in participating. This was tackled through the development of more “fun”, entertaining projects that also involved teachers. This point is important, as it demonstrates that active participation can act as an incentive on its own. When stakeholders are asked to passively participate in activities, they seem to be more hesitant.

Success factors

The factor that contributed to the success of the programme decisively was active engagement by schools and employers.

CRITERIA

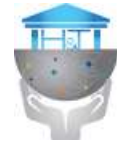
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	London Careers Clusters - Accommodation and Food Service programme - "Pan Out London" can be characterised as a system, because it combines different activities, monitoring and evaluation methodologies and various partners in the project, while all those elements are conceptualised as a whole.	3,30
2. Continuous	Since the programme is a funded project, the long term character of the relationships it has established is to be evaluated later.	1,74



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
3. Strategic	The programme is strategic, as partners meet regularly through a steering committee and plan in a strategic manner	2,77
4. Wide ranging	<p>Pan out London combines a wide range of different activities. Those include:</p> <ul style="list-style-type: none"> - Inter-school competitions - Guest lectures from the industry - Temporary employment to students/graduates - Work experience/practical exercise programmes to students - Student visits in organizations from the industry - Thematic workshops/seminars - Job shadowing and mentoring - In-school job-shops - Display stands where the programme as well as the participating employers are advertised - Internships 	2,33
5. Comprehensive	The Kennel Club, The London Cocktail Club, Purple Dragon, THRP Gold, Taj Hotels, Rise London, Dakshas Gourmet Catering Services, Planet Planit, West Creative, China Tang at The Dorchester, Stonewines, Chestnut Grove Academy,	2,35



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>Graveney School, Wandsworth Council, Rinova, Learn Train Recruit, Billingsgate, Seafood Training School, Burntwood School, Saint Cecilia’s Church of England School, Compass Group, Southfields Academy and the Ernest Bevin College are the partners currently participating in the programme.</p> <p>The partners include employers (mostly hospitality enterprises), schools with hospitality programmes and VET providers, as well as recruitment agencies and other stakeholders in similar work areas. As mentioned earlier, each partner’s expertise and networks were utilized to the maximum, as Rinova and Wandsworth Life Long Learning had contacts with schools and Learn Train Recruit employers would be engaged by LTR, which would then liaise with Rinova who would work with the schools.</p>	
<p>6. Intensive</p>	<p>The programme has reached full partnership on the highest level, as partners plan and execute different activities together.</p>	<p>2,78</p>
<p>7. Empowering</p>	<p>The project empowers employers who actively participate and are represented in the steering committee of the project.</p>	<p>2,34</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
8. Applicable to the H&T	The programme is Hospitality based although it connects schools with the industry and not higher education institutions with the industry	2,70
9. Innovative	The programme’s innovation lies in that it is bringing in leading hospitality businesses and getting them to actively engage schools. In addition, it combines different “fun” activities and incentives, such as competitions and prizes.	2,75
10. Modern	The Programme does not particularly capitalise on new trends/technologies	1,32
11. Mutually valuable, mutual contribution	<p>Students’ and graduates’ employability is impacted to a great extent by the Programme as there are opportunities for work experience and employment to some of the older students whether through Learn Train Recruit or other employers.</p> <p>Moreover, other groups are able to offer opportunities in a new field to their students that was previously inaccessible or misunderstood by them.</p> <p>An inter-school competition run by the Mayor of Wandsworth and the council’s Lifelong Learning Team that nurtures</p>	3,32



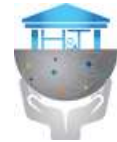
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>young talent, teaches young people how to cook good healthy food to a budget, provides a chance to learn from the experts and helps young people get a foothold in the catering industry.</p> <p>Each of the schools taking part has a shortlist of competitors, who were invited along to the launch at South Thames College. Support is being provided by the South Thames College catering school and major catering company Compass, which has been involved with the competition since it launched in 2013. They will provide mentors for the finalists.</p> <p>Over a five month period schools will hold ‘cook-offs’ to choose their finalists, who will compete in spring in the grand final. Along the way, they will be taught crucial skills and will be taken to Billingsgate to learn how to select and prepare fish.</p> <p>An interesting aspect of the programme is that most employers did not require incentives as they saw the value of reaching out to schools and promoting their business. This was done through third parties - Rinova and Wandsworth Life Long Learning had contacts with schools and Learn Train Recruit employers would be engaged by LTR, which would then liaise with Rinova who would work with the schools.</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>The gains that the programme offers to employers include status, reputation, access to knowledge, facilities and services. At the same time, employers contribute through providing guest speakers from the industry, providing temporary employment to students/graduates, work experience/practical exercise programmes to students, organising student visits in the organization, delivering thematic workshops/seminars and providing job shadowing opportunities and mentoring to students.</p> <p>Teachers (since the programme is not applied in HE) and Educational institutions benefit through vocationally relevant curricula, access to industry-standard resources, status and reputation. They contribute in various ways, including facilitation of temporary employment of students/graduates, work experience/practical exercise programmes, organisation and implementation of industry Visits. Moreover, they establish in-school job-shops where students can obtain information on the employers who participate in the Programme and vacancies and maintain display stands where the programme as well as the participating employers are advertised</p> <p>Students can gain internships, networking, professional experience and prizes through their participation in the competitions designed and ran by the programme, access to industry-standard resources, opportunities for workplace and/or placement learning, opportunity to develop workplace-relevant skills. At the same time they attend</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>Industry Days, participate in industry Visits, participate in work experience/practical exercise programme, and in job shadowing.</p> <p>Concerning the impact, it is estimated that there will be a skills shortage of Hospitality workers year on year of about 60,000 post Brexit, resulting in a shortage of over 1 million by 2029. Hospitality in the UK needs to engage the next generation of new workers now. This is what PanOut aims to achieve and already it has made great steps to this direction.</p> <p>Students' and graduates' employability is also impacted largely by the Programme as there are opportunities for work experience and employment to some of the older students whether through Learn Train Recruit or other employers.</p> <p>As mentioned earlier, students' and graduates' employability is impacted to a great extent by the Programme as there are opportunities for work experience and employment to some of the older students whether through Learn Train Recruit or other employers.</p>	
<p>12. Effective</p>	<p>Effective communication is achieved mostly through mails and telephone calls. Moreover, monthly cluster meetings</p>	<p>2,82</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
communication	take place, where the various issues concerning the partners are discussed face-to-face.	
13. Functional and flexible	The Programme runs smoothly, even though it has not been tested sufficiently, as it is a two-year funded project. As for flexibility, since it is based on a concrete proposal for funding, it is not very flexible.	1,94
14. Quality assurance	<p>The aim of the project is to reach out to young people and educate them on the Hospitality industry. This is measured by numbers of people attending the pilots, including teachers set to specific targets (KPIs – Key Performance Indicators). Each pilot is evaluated by questionnaires.</p> <p>New staff was hired for the duration of the Programme. They develop the concept of a pilot and then pull the various strands together.</p>	2,12
15. Sustainable	<p>H&T employers, recruitment and life-long learning agencies and VET providers are responsible for the management and coordination of the programme, while they have achieved external funding through the European Social Funds. The latter raises questions of sustainability, since the funding will continue only until July 2018. After that point, the programme will be tested on self-sustainability.</p>	1,86



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
AVERAGE WEIGHTED SCORE		2,43



5. Graduate Employability Project (GEP) – Edinburgh Napier University

Country: UK

Data gathered through:

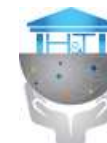
- ✓ Desk Research:
 - ✓ http://staff.napier.ac.uk/services/sas/student_development/Graduate-Employability-Project/Pages/Graduate-Employability-Project.aspx
 - ✓ Wager et al, 2015

DESCRIPTION:

The Graduate Employability Project was a 3-year Scottish Funding Council funded project, which aimed to improve the proportion of graduates entering into employment, through 5 strands of distinct, but inter-related, activity:

1. Student skills development;
2. Curriculum development;
3. Enhanced engagement with employers;
4. Increased student take up of mobility opportunities; and
5. Systematic evaluation of the project's value and impact on student outcomes.

The GEP, collectively branded as 'StandOut', supported the University's new Strategy 2020, which has building innovation, enterprise and citizenship and delivering an excellent personalised student experience as two of its key strategic objectives. Together, they have enabled the University to raise the profile



Employer Programme for Hospitality and Tourism

of employability and to consider how to balance the systematic development of skills and graduate attributes with a student experience, which facilitates flexibility and contextualisation while acknowledging different starting points and aspirations.

AVERAGE SCORE BY STAKEHOLDERS: 2,09

STRONG POINTS:

- The scope of the project
- The wide range of different activities
- The range of schools/sectors
- The systematic evaluation and monitoring methodology
- The reference to KPIs

WEAK POINTS:

- The fact that it was a 3-year project externally funded
- The scope might also result in great costs, rendering a programme non sustainable

Challenges

No data available

Success factors

The breadth of activities and the systematic evaluation methodology

CRITERIA

Intellectual Output 2

BEST PRACTICES GUIDE



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	The GEP is a system, as it combines a very wide range of activities, which are assessed and delivered in a holistic manner.	3,63
2. Continuous	No data available	3,59
3. Strategic	<p>The GEP was based on project methodology and it was strategically planned. Its aim was to increase employer engagement through 5 strands of distinct, but inter-related, activity:</p> <ul style="list-style-type: none"> 6. Student skills development; 7. Curriculum development; 8. Enhanced engagement with employers; 9. Increased student take up of mobility opportunities; and 10. Systematic evaluation of the project's value and impact on student outcomes. 	2,86
4. Wide ranging	The GEP is one of the most wide ranging Programmes in this guide, as it combined a variety of many different activities, including:	2,48



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> a. Employer networking events b. Other Employer events c. Work-based and work-related learning d. Placements and Internships e. Employer Mentoring f. Professional development workshops g. Mobility programmes h. Employer networking events for students 	
<p>5. Comprehensive</p>	<p>During the lifetime of the GEP project, an increase of 216% was observed in employer engagement, which is indicative of the success of the project in this particular field. Nevertheless, no additional data were available in this respect.</p>	<p>2,26</p>
<p>6. Intensive</p>	<p>No data available</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
7. Empowering	No data available	
8. Applicable to the H&T	Given the holistic scope of the GEP project, certainly some of its activities, evaluation and monitoring methodologies, as well as some of its other aspects can be applied in any sector.	2,80
9. Innovative	<p>The project is highly innovative as it adopts a holistic methodology, offering solutions that cover all aspects of Employer Engagement, including:</p> <ul style="list-style-type: none"> 11. Student skills development; 12. Curriculum development; 13. Enhanced engagement with employers; 14. Increased student take up of mobility opportunities; and 15. Systematic evaluation of the project’s value and impact on student outcomes. 	2,75
10. Modern	The Programme does not particularly capitalise on new trends/technologies	1,32



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>11. Mutually valuable, mutual contribution</p>	<p>Even though some of the benefits have been already mentioned in the “impact” section, the most important are also mentioned here.</p> <ul style="list-style-type: none"> • Increased employer presence on campus • Employer networking events • Other Employer events • Maximising the benefits of employer knowledge for all students • Significantly increased variety and capacity in work-based and work-related learning • Placements and Internships • Employer Mentoring • Greater co-ordination between staff across the institution who are working with employers and between staff and employers • Significant increase (3.1%) in the proportion of leavers in employment or further study. • 159% increase of Scottish domiciled students accessing careers advice. • 66% increase in 3rd and 4th year Scottish domiciled undergraduate students participating in professional 	<p>3,32</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>development workshops. Two new workshops have been developed (Negotiating Skills, Building Resilience) and a bank of employer ‘talking heads’.</p> <ul style="list-style-type: none"> • 60% increase in students participating in existing mobility programmes and a 43% increase in students participating in employer mentoring. • 67% increase in the number of employer networking events for students. • Significant growth in engagement with employers of all sizes across the University and their engagement in the learning experiences of students. <p>The project has led to significantly enhanced student engagement and outcomes during 2013/4. Indicatively:</p> <ul style="list-style-type: none"> • A significant increase (3.1%) in the proportion of leavers in employment or further study. • 159% increase of Scottish domiciled students accessing careers advice. • 66% increase in third and fourth year Scottish domiciled undergraduate students participating in professional development workshops. Two new workshops have been developed (Negotiating Skills, Building Resilience) and a bank of employer ‘talking heads’. • 60% increase in students participating in existing mobility programmes and a 43% increase in students 	



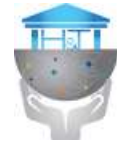
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>participating in employer mentoring.</p> <ul style="list-style-type: none"> 67% increase in the number of employer networking events for students. <p>Faculties have also developed and delivered significant amounts of curriculum development activity within modules and programmes. This includes large scale change, such as the introduction of new employability modules, for example:</p> <ul style="list-style-type: none"> The School of Computing’s ‘Professional Identity through Portfolio’ module. The Business School’s ‘Professional Practice’ and ‘Personal Selling Skills and Sales Process’ modules. The School of Life Sports and Social Sciences’ ‘Skills Passport’ module. <p>One of the key successes of the GEP has been the significant growth in engagement with employers of all sizes across the University and their engagement in the learning experiences of students. For example, the University’s Employer Relations team interacted with 549 businesses in 2013-14, an increase of 216%. School-based initiatives such as internship programmes, increased focus on placements and new employer events, has led to a major expansion in the breadth, range, number and type of opportunities for students to gain insight into and experience of employment in</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>their chosen field.</p> <p>The project has also had a significant impact on curricula: “The current focus on graduate employability has prompted greater activity around reviewing and re-designing of programmes and modules, incorporating work-based and work-related learning into the curriculum. This has been detailed, time-consuming work – in part, because there was great variety in ‘starting points’ between programmes on their journey towards realising GEP goals. In addition, it should be noted that the GEP is being launched during a time of great institutional change and staff are responding to a broad and demanding change agenda. Instead of appointing a dedicated curriculum developer, academic staff time has been bought out to provide academic leadership around curriculum change and to consult with employers and professional bodies. This approach has been very successful in raising awareness of GEP aims amongst academic staff and provided some space for them to engage in curriculum review. Staff feedback gathered through external research has confirmed the added impetus that the GEP has engendered in curriculum development”.</p> <p>The GEP has enhanced employer engagement practices. A cross-University employer group has been established to oversee employer services. The main areas of employer engagement enhanced by the project were:</p> <ul style="list-style-type: none"> ○ Increased employer presence on campus 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> ○ Employer networking events ○ Other Employer events ○ Maximising the benefits of employer knowledge for all students ○ Significantly increased variety and capacity in work-based and work-related learning ○ Placements and Internships ○ Employer Mentoring ○ Greater co-ordination between staff across the institution who are working with employers and between staff and employers 	
12. Effective communication	No data available	3,55
13. Functional and flexible	No data available	
14. Quality	The GEP followed a highly elaborate and systematic evaluation methodology for the whole range of its activities:	2,19



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
assurance	<p><i>“The Big Lottery project was instrumental in developing the evaluation resource and infrastructure which became a fundamental building block for the subsequent development of the evaluation approach for the GEP. Experiences of this earlier project had highlighted the importance of a distinct strand of evaluation activity, supported by dedicated evaluator resource (one part-time post), and this formed the basis of the model for GEP, upscaled to two part-time posts. However, given the scale and complexity of the Graduate Employability Project and its cross-institutional focus, it was necessary to develop a coherent range of structures and mechanisms to support the project evaluation and to build a collaborative approach to monitoring, evaluation and reporting for the project as a whole” (Wager, et al., 2015).</i></p> <p>The GEP had appointed a Steering Group to oversee the monitoring and evaluation of the activities implemented. The Steering Group had cross-university representation and oversaw project planning, budgets, progress updates, sharing of good practice and dissemination. Meetings of the Group were held approximately every 2 months. The Strand Leads and the Students’ Association and project evaluation, staff development, external relations, commercialisation and enterprise teams were represented in the Steering Group. <i>“The GEP Steering Group has also ensured transparency by creating a shared SharePoint site which brings together all the progress reports, statistics, resources, research reports and evaluation instruments” (Wager, et al., 2015).</i> Evaluation and monitoring sub-structures were</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>also set up early in the life of the project and used, where possible, already existing evaluation and monitoring fora. Monitoring against Key Performance Indicators was another evaluation methodology employed by the GEP.</p> <p>This was characterised by systematic collection and analysis of data which was fed back into planning processes and delivery enhancements, including:</p> <ul style="list-style-type: none"> • Student participation data • Student feedback gathered via post-workshop or event feedback sheets • Specific surveys devised to capture more in-depth data on the value and impact of particular interventions and programmes • Mechanisms designed to capture the views of other stakeholders, such as academic staff and employers 	
15. Sustainable	No data available	
AVERAGE WEIGHTED SCORE		2,80



6. Tampereen ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK)

Country: Finland

Data gathered through:

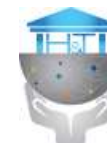
- ✓ Interview with Emma Roinila, International Coordinator, School of Vocational Teacher Education, Vocational Education Development Unit
- ✓ Form completion by Emma Roinila, International Coordinator, School of Vocational Teacher Education, Vocational Education Development Unit
- ✓ Desk Research (<http://www.tamk.fi/web/tamken/research-and-collaboration>)

DESCRIPTION:

The Programme mostly involves placements of people who want to be certified as Vocational Education and Training (VET) trainers/teachers. The placements take place in professional and VET schools of different sectors. They are accredited, as the trainees gain 50 credits through their participation in the programme. The practical exercise is based on mentoring activities and the evaluation methodology is rather systematic, as described later in the relevant criterion. Each department of the University has its own coordinator, while the departments are coordinated by the university's career office.

The university also offers services to employers, i.e. business development consultancy. The consultants are persons with outstanding expertise in their own field; they are assigned to specific commissions on the basis of their knowledge of the field concerned. They offer training for work communities to enhance staff competence, well-being at work, and business profitability including tailored training programmes for each organization.

TAMK has devoted a special section of its website to partnerships, which it values a lot. They offer "basic" as well as "advanced" partnerships to companies and employers. With a basic partnership, an organization can commission students to do many kinds of work. The commissions are carried out as part of



Employer Programme for Hospitality and Tourism

their studies, and may take the form of project studies or a final thesis, for example. A company in this level of partnership can also provide practical training placements for students.

A basic partnership gives a company the experience of cooperating with TAMK. The cooperation can later be deepened into a multidisciplinary and extensive advanced partnership.

Advanced partnerships, on the other hand “can include the following services:

- **Long-term partnership programme:** The partnership contents are described in a partnership programme made together with the customer. The duration of the programme is 2-3 years. Implementation of the partnership programme is monitored and evaluated throughout the whole period. If necessary, the programme is updated at joint follow-up meetings which are held at regular intervals.
- **Student team:** Organizations can utilise multidisciplinary student teams in the university, which can be tasked to implement development measures as a part of their studies. As a by-product of this cooperation, an organization from the industry could get to know the students, and possibly find new employees.
- **Key account person:** Key account persons are TAMK teachers in various fields who have a special interest in partnership services. One of the key account teachers is appointed to act as a contact person for a company
- **Information services:** A company can have access to TAMK information services, where it can find, for example, market data and product information.
- **R&D&I funding:** TAMK helps its partner organizations to apply for external R&D&I funding, especially from Tekes, the EU, Eurostars, and Eureka.

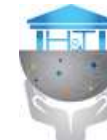


Employer Programme for Hospitality and Tourism

- **Rapid Prototyping®:** An organization's product or service idea can be developed into a prototype in a week.
- **TAMK Proacademy's 12-hour innovation service:** Proacademy's teams propose solutions to problems that a company may be facing.
- **TAMK Y-Campus:** Entrepreneurship students will carry out sales and marketing development projects for organizations that are in an advanced partnership with TAMK.
- **TAMK Innovation Services:** The business prospects for ideas and inventions of a company can be assessed, and recommendations can be made on how to commercialize and develop them.
- **TAMK facilities:** A TAMK advanced partner organization can use TAMK's facilities for customer events, staff training, and many other purposes.

The process for making an advanced partnership with TAMK is also described:

- Preliminary negotiations are conducted.
- The partnership agreement is made: the services which TAMK will deliver are determined, and the annual fees to be paid by the partner are agreed.
- TAMK's key account person is appointed. The key account person keeps in touch with the partner and is in charge of organizing the agreed TAMK services.
- A joint development programme is made for 2-3 years.



Employer Programme for Hospitality and Tourism

AVERAGE SCORE BY STAKEHOLDERS: 2,3

STRONG POINTS:

- The systematic evaluation
- The two levels of partnership offered
- The tailored activities
- The breadth of different activities
- The assignment of credits as an incentive to students

WEAK POINTS:

- The lack of a systematic process for communication
- The fact that some of the services are offered to companies for a fee
- The lack of participation of employers to the administration of the programme

Challenges

The biggest challenge, according to Roilina, has to do with students who have low levels of previous experience as well as students with very specific interests and specialisation.

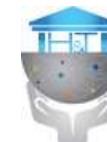
Success factors

The success of the programme relies on two elements:

- a. The good partnerships with competent partners
- b. The quality of positions for practical exercise and placements

Intellectual Output 2

BEST PRACTICES GUIDE

**CRITERIA**

CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	While the approach of the university as a whole can be characterised as a system, the programme of the School of Vocational Teacher Education is a set of activities. This is noted, as information are provided for both, even though the latter is explored in depth, because our interviewee is employed by this particular school.	2,31
2. Continuous	Most of the partnerships, according to Roilina, at least for her school, are well established and some of them are there for decades.	3,08
3. Strategic	N/A	
4. Wide ranging	TAMK employer services (university level): - Business development consultancy	2,09



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> - Training for work communities - Tailored training programmes for each organization - Practical training placements for students - Commissioned work by students (e.g. research, theses, etc.) - Organizations can utilise multidisciplinary student teams in the university, which can be tasked to implement development measures as a part of their studies - Information services - Cooperation in applying for funding - Assistance in Prototyping - Proposition of possible solutions to problems that a company may be facing. - TAMK's facilities can be offered to businesses for customer events, staff training, and many other purposes. <p>School of Vocational Teacher Education (School level):</p> <ul style="list-style-type: none"> - Accredited placements/practical exercise - Commissioned work by students (e.g. research, theses, etc.) 	



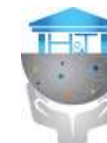
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
5. Comprehensive	TAMK, as mentioned earlier, offers two possible schemes for partnership to employers: basic and advanced partnerships. Nevertheless, most of the partnerships, according to Roilina, at least for her school, are well established and some of them are there for decades.	1,78
6. Intensive	It is noteworthy that Roilina believes that the programme has reached the highest level of partnership, as “partners plan and execute different activities together”.	2,44
7. Empowering	The employers are empowered by the Programme, as they offer guest lectures at the university, participate in surveys and other procedures for the improvement of the curricula, they provide trainee posts to students, deliver workshops and seminars and provide ideas for research projects.	2,04
8. Applicable to the H&T	The Programme and the individual activities are already being applied in the H&T sector, as TAMK’s school of Vocational Teacher Education offers this specialization.	3,20
9. Innovative	The different programmes than comprise the employer engagement strategy of TAMK include some innovative	2,24



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	elements, such as the two levels of partnership offered in a structured manner to employers.	
10. Modern	The Programme does not particularly capitalise on new trends/technologies	1,23
11. Mutually valuable, mutual contribution	<p>The benefits for employers that are gained through their participation in the cooperative activities of TAMK are many and diverse. According to Roilina, they gain access to skilled workforce, they gain a commercial advantage as well as higher status and reputation, access to the university’s facilities and updated knowledge. In addition, the faculty of the university offers training to their staff and they can request commissioned research, as mentioned earlier.</p> <p>At the same time, they offer guest lectures at the university, participate in surveys and other procedures for the improvement of the curricula, they provide trainee posts to students, deliver workshops and seminars and provide ideas for research projects.</p> <p>Academics and the university in general, on the other hand, have established in school job shops, which disseminate information concerning the companies with which the university cooperates, offer venues in the school premises for various events, organise thematic workshops and have place display stands where the activities and certain</p>	3,43



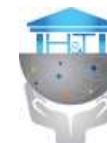
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>employers are advertised.</p> <p>The gains of Academics and the university are:</p> <ul style="list-style-type: none"> • Possibility of developing an applied research programme in the business • Access to raw data provided by employers • Constant updating of the industry needs, which leads to more relevant teaching and research • Current and relevant curricula • Enhanced employability of graduates • Vocationally relevant curriculum • Access to industry-standard resources • Status and reputation <p>Finally, students are the main beneficiaries of the employer engagement activities, as they gain:</p> <ul style="list-style-type: none"> • Internships • Networking 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> • Professional experience • Enhanced employability • Vocationally relevant curriculum • Access to industry-standard resources • Opportunities for workplace and/or placement learning • Opportunity to develop workplace-relevant skills <p>Roilina, who is in charge of teachers' placements for practical exercise, said that the biggest impact made is on the knowledge and skills that the students can obtain through the exercise.</p> <p>Moreover, she said that through the cooperation with employers, the curricula are greatly impacted. New, updated teaching methods are adopted according to the industry needs and the skills that are required.</p>	
<p>12. Effective communication</p>	<p>Communication does not have a systematic form, even though it is effective, according to Roilina. Depending on each relationship, each partnership is approached in a different manner, which can be very effective, as it is a tailored approach, based on the needs and particular conditions of each partner.</p>	<p>2,37</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
13. Functional and flexible	The Programme operates smoothly and is flexible to different needs and requirements by different employers.	2,62
14. Quality assurance	<p>The practical exercise, which is the activity that Roilina is coordinating in her school, is evaluated consistently and systematically.</p> <p>The mentor/supervisor of each student monitors the process and gains insights both by the student – mentee and the employer during the practical exercise. At its end, both the mentor and the mentee evaluate the process through forms, designed especially for the programme.</p>	2,12
15. Sustainable	<p>The programme is funded by the government, while the coordination and management is a responsibility of TAMK.</p> <p>Existing staff is assigned with the coordination of the activities in each school.</p>	2,84
AVERAGE WEIGHTED SCORE		2,41



7. Kajaanin Ammattikorkeakoulu Oy / Kajaani University of Applied Sciences (KAMK)

Country: Finland

Data gathered through:

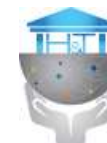
- ✓ Interview with Kaisa Merilahti, Coordinator, Project Manager, International Office, Kajaani University of Applied Sciences (KAMK).
- ✓ Form completion by Kaisa Merilahti, Coordinator, Project Manager, International Office, Kajaani University of Applied Sciences (KAMK).
- ✓ Desk Research (<https://www.kamk.fi/en/Business-Services>)

DESCRIPTION:

The Careers Office of the Kajaani University of Applied Sciences (KAMK) is responsible for the coordination of all activities that have to do with Employer Engagement, Practical Exercise, Internships, etc. Nevertheless, at the KAMK, each study programme has a person who is responsible for coordinating such activities within the department.

The career office also organises events that bring together employers and members of the KAMK community, as well as forwards available opportunities to the departments.

The Programme revolves mainly around practical exercise and internships. The approach though, is interesting. Practical exercise is done in two phases: In the first phase, which takes place at the 2nd year of studies, the students serve as front line personnel and thus have an opportunity to get to know how to provide basic service and to acquire insights on how a business in hospitality works. For this part, they get 12 credits. The second phase involves them in



Employer Programme for Hospitality and Tourism

junior management positions. They get 18 credits from this part, and in the course of this part, they write their theses based on the real problems or special needs and opportunities that the business might have and through their theses they provide possible solutions to these problems.

AVERAGE SCORE BY STAKEHOLDERS: 2,13

STRONG POINTS:

- The systematic evaluation methodology
- The fact that credits are assigned as an incentive to students
- The two-phase practical exercise
- The opportunity to compose theses which engage with real world problems, cases, needs or opportunities

WEAK POINTS:

- Lack of innovation
- Limited variety of different activities (mostly practical exercise)

Challenges

The biggest challenge is based on the fact that Kajaani is a remote, small town and the students only have the opportunity to work with SMEs, rather than large corporations with HR management, etc. In addition, the number of businesses is limited.

Success factors

The Programme is sustainable with the minimum amount of resources. Patience is required, according to Merihlanti for a Programme to thrive, as such activities are based on relationships, and relationships take time.

CRITERIA

Intellectual Output 2

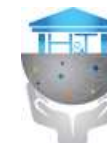
BEST PRACTICES GUIDE



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	Set of activities	1,54
2. Continuous	The Programme has established long-lasting relationships, some of which have a history of decades	2,77
3. Strategic	The Programme is strategic, as it has established many different activities and methodologies, all aiming at employer engagement and, ultimately, enhanced student employability.	2,40
4. Wide ranging	<p>The activities included in the Programme are:</p> <ul style="list-style-type: none"> - Practical exercise and internships - Events - Workshops - Commissioned research by students 	1,94
5. Comprehensive	According to Merihlanti, the feedback that the employers provide on the practical exercise that the students participate to, as well as on other activities implemented by the Programme (e.g. guest lectures, workshops, events, etc.), has a positive impact on the school's curricula.	1,86



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	Moreover, the commissioned research opportunities that the programme provides both to students and employers, solve real problems that an employer may be facing.	
6. Intensive	The employers are engaged in various ways in the programme, as they provide feedback concerning the relevance of the school curricula and the grade of readiness of students and graduates to join the workforce.	2,27
7. Empowering	No available data	1,06
8. Applicable to the H&T	The programme applies already in the H&T sector, as Merihlanti represents the School of Tourism and Hospitality. Therefore, this best practice is automatically considered applicable.	2,90
9. Innovative	Even though no innovation is identified by Merihlanti on the Programme itself, it is noteworthy that some degree of innovation has been observed as a spill over effect of the Programme. More specifically the enterprises participating and the University are benefited greatly through close cooperation and particularly through the activities related to commissioned research. In this case, students in the final year, write their dissertations or final theses on topics	2,35



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>related to the companies in the Employer Programme.</p> <p>Moreover, the structure of the practical exercise is innovative, as it involves two phases:</p> <ul style="list-style-type: none"> - A 1st phase where first phase, which takes place at the 2nd year of studies, when the students serve as front line personnel and thus have an opportunity to get to know how to provide basic service and to acquire insights on how a business in hospitality works. For this part, they get 12 credits. - A 2nd phase, which involves them in junior management positions. They get 18 credits from this part, and in the course of this part, they write their theses based on the real problems or special needs and opportunities that the business might have and through their theses they provide possible solutions to these problems. 	
<p>10. Modern</p>	<p>The Programme does not particularly capitalise on new trends/technologies</p>	<p>0,88</p>
<p>11. Mutually valuable, mutual</p>	<p>The benefits and incentives that the Programme provides to employers include:</p> <ul style="list-style-type: none"> • Ready skilled workforce • Access to a skilled graduate workforce 	<p>3,32</p>



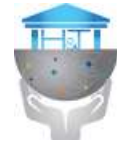
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>contribution</p>	<ul style="list-style-type: none"> • Commercial advantage • Status and reputation • Access to knowledge, facilities and services • Training provision to employees by Tertiary Level Educational Institution staff (e.g. in marketing, management, etc.) • Skilled interns • Commissioned research (i.e. research on a specific topic and/or setting indicated by a business according to its needs) <p>Academics and Educational institutions are benefited through:</p> <ul style="list-style-type: none"> • Possibility of developing an applied research programme in the business • Constant updating of the industry needs, which leads to more relevant teaching and research • Current and relevant curricula • Enhanced employability of graduates • Vocationally relevant curriculum 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> • Status and reputation <p>Students of KAMK gain:</p> <ul style="list-style-type: none"> • Scholarships • Internships • Networking • Professional experience • Enhanced employability • Vocationally relevant curriculum • Opportunities for workplace and/or placement learning • Opportunity to develop workplace-relevant skills <p>Partners were engaged through personal contacts initiated by the university in most cases. The fact that Kajaani is a small town has its pros and cons as far as employer engagement is concerned. On the one side, most enterprises/businesses are aware of the Programme and/or the activities implemented by the Programme, thus</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>rendering dissemination and promotional activities not essential. On the other hand, the students only have the opportunity to work with SMEs, rather than large corporations.</p> <p>The incentive provided to students (30 credits) is a very effective one according to Merihlanti. This is an important aspect if we consider that Andrews from NUBS identified the participation of and lack of interest by the students as her biggest challenge.</p> <p>Concerning contribution, even though this was partly traced through the description of gains mentioned earlier, the Programme is funded by the University, which assigns people from existing staff in the schools with responsibilities related to coordinating relevant activities and communicating with the career office of the university.</p> <p>As far as the impact is concerned, according to Merihlanti, the feedback that the employers provide on the practical exercise that the students participate to, as well as on other activities implemented by the Programme (e.g. guest lectures, workshops, events, etc.), has a positive impact on the school’s curricula.</p> <p>The other great impact of the Programme is related to graduate employability, which is facilitated greatly by networking which takes place during the activities in which the students participate.</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>12. Effective communication</p>	<p>Communication between the businesses and the KAMK is achieved through various events, which bring them together and are usually organised by the university.</p> <p>No systematic way of regulating communication was identified, while it was mentioned that it is up to the person responsible to communicate and to choose the appropriate channels for communication.</p>	<p>2,25</p>
<p>13. Functional and flexible</p>	<p>The Programme operates smoothly and is flexible to different needs and requirements by different employers.</p>	<p>2,52</p>
<p>14. Quality assurance</p>	<p>A systematic evaluation methodology is applied in this case, which follows a step-by-step process and involves:</p> <ol style="list-style-type: none"> 1. A form of agreement between the student to participate in practical exercise and the employers, which includes the targets. In other words, the indicators of success are identified and agreed upon by both parties. 2. They jointly develop a detailed plan in order to monitor the progress and the achievement of their targets. 3. They both keep a journal on a daily basis, with reference to their indicators. 4. After the practical exercise is finished, the employer fills in a questionnaire, evaluating various aspects of the student’s performance, as well as the support provided to him/her by the teaching and administrative staff at 	<p>2,57</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>the university. In addition, through this process, the university faculty has the chance to update their curricula, as one of aspects examined by the questionnaire is the relevance of the student’s knowledge and skills.</p> <p>5. At the same time, the teacher responsible for employer engagement at the relevant school pays a visit or calls the employer to discuss with the employer.</p> <p>6. The students compose a report in which they evaluate the knowledge and skills they have gained through the process.</p> <p>This evaluation methodology is systematic, because it involves and takes into due consideration the opinions of all parties and various aspects of the activities implements. It also systematically monitors the progress and the results of the activities as the key performance indicators are decided at the beginning</p>	
<p>15. Sustainable</p>	<p>The programme is funded by the university, while the coordination and management is a responsibility of the careers office at KAMK. Existing staff is assigned with the coordination of the activities in each school.</p>	<p>2,84</p>
<p>AVERAGE WEIGHTED SCORE</p>		<p>2,23</p>



8. Liaison Office of Athens University of Economics and Business

Country: Greece

Data gathered through:

- ✓ Interview with Victor Koukis, Counsellor, Liaison Office, Employment Services & Educational Information
- ✓ Form completion by Victor Koukis, Counsellor, Liaison Office, Employment Services & Educational Information
- ✓ Desk Research (<https://www.aueb.gr/el/career>)

DESCRIPTION:

The “Liaison Office of Athens University of Economics and Business” was the 1st Liaison Office in a Greek university, established on March, 1992. Additionally, the office employs two counsellors. The programme’s beneficiaries include all students and graduates of AUEB (no age restrictions are applied). As far as the programme’s breadth is concerned, it offers a variety of services, including finding and posting new job openings, CV forwarding, counselling, organizing Career Fairs and other events, etc.

The approach of the programme is personalised. As Koukis noted, *“each individual beneficiary is unique for us – extensive service customization according to their needs”*

The “Career Fair” or “Career Days” which the Liaison Office of the Athens University of Economics and Business organises from the 1993 and on, is actually a strong proof from the university’s side that major priority is given to the employability of undergraduate / postgraduate students and alumni. Every year this event hosts about 50 – 80 companies per year and 500 students and graduates. The popularity of the “AUEB Career Fair” event - as can be justified



Employer Programme for Hospitality and Tourism

through the growing number of partnerships and partnerships per year - is related to the fact that Athens University of Economics and Business offers nowadays 8 undergraduate degrees, 32 Master degrees and an equivalent number of Doctoral Programs, strongly applying to the vast majority of business oriented fields of expertise in the international market area.

The Liaison Office operates continuously for the last 25 years and has established an efficient and reliable partnership with the companies' Human Resources Department. The mission of the Liaison Office is to provide students and graduates the essential tools and support towards empowering them to access the job market under the best terms and conditions and the soonest possible, after completing their studies.

At the same time, it offers them a full counselling agenda emphasizing to their career planning, both academically and professionally. The mission of the Liaison Office strongly directs to provide the beneficiaries with up to date higher education services and information regarding their specific and personalised needs and preferences.

AVERAGE SCORE BY STAKEHOLDERS: 2,17

STRONG POINTS:

- ✓ The personalised approach followed by the programme
- ✓ The wide range (breadth) of activities included
- ✓ The evaluation methodology with questionnaires
- ✓ The wide range of information, resources and opportunities offered by the programme's website

WEAK POINTS:

Intellectual Output 2

BEST PRACTICES GUIDE



Employer Programme for Hospitality and Tourism

- The lack of employer involvement in the design of activities
- The lack of innovative activities

Challenges No data available

Success factors The success of the Programme lies in its personalised, tailored approach as well as in the career fair organised by the Liaison Office yearly.

CRITERIA

CRITERION	ASSESSMENT	Evaluation by partners (weighted)
1. Systemic	Set of activities	2,53
2. Continuous	The Liaison Office started offering its services to students and employers in 1992. Since then, it has cultivated many long-lasting relationships with many employers	3,18



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
3. Strategic	N/A	
4. Wide ranging	<ul style="list-style-type: none"> - The Liaison Office of the Athens University of Economics and Business collects info on the industries human resources needs and publishes job postings strongly related to the AUEB’s undergraduate and postgraduate programmes of studies. - It also offers counselling services, which apply to the needs of career building and career decision-making. - It organizes one of the major and most well-known events of the university titled ‘AUEB Career Fair’ offering students and alumni the chance to have a live job interview with HR recruiters of big companies / industries. - For the same purpose, it organizes seminars and training sessions practice oriented, which focus on the enrichment of students and alumni skills and knowledge. Those seminars intend to strengthen job hunters’ efforts towards finding the most suitable job on their academic portfolio. 	2,02
5. Comprehensive	Employers participating in the Programme participate in the full range of its activities.	2,17
6. Intensive	The programme does not seem to have reached a high level of partnership, as it is based on initiatives taken by the	1,35



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>Liaison Office and the University.</p> <p>Nevertheless, the active participation of employers in the Career Fairs organized by the Liaison Office and their frequent posting of ads on the website of the Office, act as indicators that the programme has gained some status and reputation among employers</p>	
7. Empowering	N/A	
8. Applicable to the H&T	The activities included in this employer programme can be applied in any service sector, since they include transferable activities, such as, workshops and seminars, career fairs, personalized counselling sessions and matching.	2,45
9. Innovative	The innovative aspect of the programme lies in the personalised approach adopted. This approach applies especially to counselling, as personalised sessions are implemented, which are formed according to the needs of each individual.	2,50
10. Modern	The Programme does not particularly capitalise on new trends/technologies	0,96



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>11. Mutually valuable, mutual contribution</p>	<p>The gains that the programme has to offer to employers are mostly based on skilled staff that is being matched by the Liaison Office with each employer. As stated on the website of the programme (https://www.aueb.gr/el/content/υπηρεσίες-για-εργοδότεςεταιρίες, in Greek):</p> <p><i>“The Athens University of Economics and the Liaison Office, in its effort to bring students and graduates closer to the labor market, offers all companies and organizations the opportunity to publish absolutely free job ads on our site”.</i></p> <p>The process is simple and fast (the publication of the advertisement is made within two working days at the most).</p> <p>According to the website, the publication efficiency is guaranteed as:</p> <ul style="list-style-type: none"> A) The Liaison Office website has a lot of traffic B) The content of the site (and new ads) is simultaneously viewed in all major social media. More specifically: <ul style="list-style-type: none"> • Facebook: 6,155 likes, 4,000 AVPs • LinkedIn: 4.446 connections, 950 group members • Twitter: 2,087 followers C) there is a focus on targeted audiences (promotion of CVs only for students and graduates of the AUEB) <p>As far as students are concerned, the website of the Liaison Office serves as a powerful tool for them to be able to grasp employment, practical exercise as well as other opportunities, both in Greece and abroad. As the strongest</p>	<p>3,08</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>point of this programme is its personalized approach, it calls for further description. Amongst the range of activities it offers, the Liaison Office and its staff advise and guide students and graduates in order to optimize their preparation and organization of their future career paths and the continuation of their academic career. The services offered by the Liaison Office are as follows:</p> <ul style="list-style-type: none"> • Consulting individual meetings on the academic path and professional career of the students / graduates and their individual needs • Career Counselling - Curriculum Vitae & Cover Letter • Preparing for the interview process (behavioural techniques, familiarity with the interview protocol) • Methodology & Search Engine Techniques • Investigation of interests and preferences regarding the candidate's studies & career path • Organization of application file in postgraduate programs at home and abroad - Writing a self-evaluation report • Applying for Scholarships • Career Counselling - Mentoring <p>Advisory group meetings (workshops) with a small and flexible number of participants and with topics related to the</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>following:</p> <ul style="list-style-type: none"> • Curriculum Vitae & Cover Letter • Interview: Behavioural Techniques & Familiarization with the Process • Self-awareness & Career Development • Mentoring & Skills Development • Informative individual meetings on various issues related to the labour market <p>The general impact relates to the significant pool of services provided and the full customization agenda of those services, which may vary depending to the beneficiary needs and demands. The Liaison Office is a central unit regarding the University and the curricula of the Master programmes. Every student and/or alumni member of the University is free to receive the services of the Liaison Office, no cost included.</p> <p>Every beneficiary is handled as a unique case; for that purpose, a variety of services has been developed, such as the following:</p> <ul style="list-style-type: none"> • Communication with potential employers, research on new job openings, posting of those openings, 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>forwarding relevant CVs. This impact applies to both employers, who gain access to skilled candidates and students, who gain access to employment opportunities.</p> <ul style="list-style-type: none"> • Creating, identifying and offering of informative material (creation of leaflets: CV & Cover letter, Interview, Vocational skills, etc.). This impact mostly applies to students, who have an opportunity to upgrade and update their skills and their competitive advantage when competing for work. • Gathering & distribution of information regarding post-graduate studies in Greece and abroad. This also refers to students, who gain access to opportunities. • Career Counseling – Individual counseling sessions. This impact also is related to students, who have access to personalised counselling. • Offering subjects that may vary according to beneficiary’s needs – full customization (e.g.: Career Planning, Create the perfect CV, Job Market trends & available options, Preparation for selection process & interview, How to build your professional network, etc.) 	
<p>12. Effective communication</p>	<p>Communication with the businesses is achieved mostly through the events, which are usually organised by the university.</p>	<p>1,58</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
13. Functional and flexible	No data available	
14. Quality assurance	No data available	1,14
15. Sustainable	The Programme is funded by the university and is not self-sustainable	1,64
AVERAGE WEIGHTED SCORE		2,05



9. Mentoring Programme, Liaison Office, University of Ioannina

Country: Greece

Data gathered through:

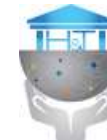
- ✓ Interview with Effie Yeronimaki, Employment & Career Structure Manager, University of Ioannina
- ✓ Desk Research (mentoring.dasta.uoi.gr)

DESCRIPTION:

The rationale of the mentoring programme at the University of Ioannina, as stated on their website is based on the fact that *“young people today more than ever need information, guidance and career support, which can be effectively delivered by creating opportunities to connect and become familiar with the labour market and working life in general. At the University of Ioannina, taking into account the needs of our new students and graduates as well as their best international support practices, we designed and implemented the Mentoring Program of the University of Ioannina”*.

It is noteworthy that according to Yeronimaki, the Mentoring Programme started as an EU funded project in 2012-2014. In the last three years, it is self-sustainable, supported both by the University, which employs the staff involved and businesses, which provide funding.

The aim of the Program is to support young scientists in their educational and professional development through the management of their personal learning, in order to maximize their prospects, develop their skills, improve their performance and ultimately achieve becoming the person they want, by making themselves useful in today's work environment.



Employer Programme for Hospitality and Tourism

The Mentoring Program of the University of Ioannina is a partnership between an experienced professional and a younger, less experienced, which allows the exchange of experience, information and practical advice for a particular field of employment.

In particular, the Mentoring Program aims to give the students the possibility:

- a. To explore their career prospects
- b. To identify areas for development
- c. To learn about as well as experience their integration into the labour market
- d. To improve their self-confidence
- e. To expand their personal contact network
- f. To enable the acquisition of knowledge and experience for the development of their personal development plan (career planning)

The Mentoring Program of the University of Ioannina is the first to be implemented in tertiary education in Greece starting in June 2012.

To date, dozens of pairs of Mentees and Mentors have completed their collaboration. Mentors are renowned professionals from the private and public sectors who have been given the opportunity to leverage their history and career path for the benefit of their mentees and to experience the beneficial benefits of a mentoring relationship. The Mentees in their entirety express the importance of the program in terms of the support received by their Mentors in their realistic career planning for their successful professional development.

As far as the structure of the Mentoring Program of the University of Ioannina is concerned, the process is rather sequential:

1. **Invitation for Mentors and Mentees:** The program starts with a call publication and invitation to mentors and mentees who would like to participate in it.



2. **Candidates Mentors and Mentees submit their application** for participation in the program. In the application, Mentors are asked to provide information about their professional career or their background, as well as areas where they feel they have the experience and knowledge and could guide a Mentee. On the other hand, the Mentees are completing a similar application asking them to give as much information as possible to their areas of interest, as well as their expectations of participating in the program.
3. **Mentees are invited to participate in a group meeting** to be informed about their role as mentees and to be guided on how to contribute in a more efficient way to creating a dynamic and appropriate relationship with their mentor.
4. **Applications are then evaluated** and mentors and mentees are matched, which depends on the information they have provided on their application and is based on the proximity between the mentees' needs and the mentors' professional and educational experience. In this process, the project's implementation team is responsible for matching Mentors and Mentees.
5. **Group meeting of Mentors:** The aim of the meeting is to educate mentors in the principles and mentoring philosophy, but also in the process of the specific program. At the same time, the Mentors are given the opportunity to mutually understand the objectives and procedures, meet each other, be supported in the work they undertake and discuss questions. The meeting of Mentors with their Mentees follows. From the beginning of their role, Mentors receive the "Mentor Guide", a set of materials specially formulated to sensitize and guide them in their co-operation with their mentees.
6. **Personalised meetings:** Mentors and mentees plan and hold individual meetings. It is suggested that their meetings take place once a month at a place and time of their convenience. During the 1st meeting of mentors and mentees it is necessary to discuss and co-sign their "Cooperation Agreement".
7. **Program Monitoring & Support Process:** In order to better monitor the program, a short questionnaire is sent by the project coordinator to the Mentors and Mentees, asking for their views on the course of their meetings. Mentors and Mentees must not forget that they have to contact the program coordinator for any difficulty, and they will receive immediate support.



8. **Final Group Meeting:** When the final group meeting is held, the program is closed, accompanied by a thank-you event for all participants

AVERAGE SCORE BY STAKEHOLDERS: 2,26

STRONG POINTS:

- The personalised approach
- The fact that the Programme is co-funded by the industry
- The fact that even though it began as an EU funded project, it proved sustainable after the end of EU funding
- The media attention it attracted
- The systematic evaluation and monitoring methodology
- Its well-designed structure

WEAK POINTS:

- The fact that it is limited in mentoring
- The limited amount of incentives and gains it has to offer to companies and mentors

Challenges A Programme like the one at the University of Ioannina, takes time in order to become well-known and established.

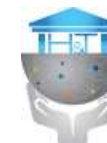
Success factors The fact that the Programme is highly innovative, especially considering the country (GR), has attracted the interest of many companies and the Programme has attracted a great deal of attention by the press.

CRITERIA

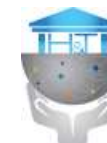
Intellectual Output 2



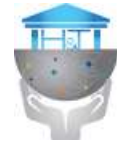
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
16. Systemic	Even though the Liaison Office of the University of Ioannina, implements other activities alongside mentoring, the latter is the most elaborate and well-designed one, therefore we decided to focus on it. By its own, it cannot be characterised as a system.	1,32
17. Continuous	Since 2012, when it first operated the Programme has established strong relationships with local employers.	2,46
18. Strategic	N/A	
19. Wide ranging	<p>The Programme is based on one single activity, which, however can be broken down into:</p> <ul style="list-style-type: none"> • Mentoring • Workshops for mentors and mentees • Networking 	1,24
20. Comprehensive	Employers or their representatives are a vital component of the whole mentoring process	1,78



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
21. Intensive	Many well established companies from the area of Epirus participate in the Mentoring Programme actively. This showcases that the Programme has achieved a high level of partnership. It is noteworthy that the Programme is also co-funded by the University of Ioannina and a large company from the area for the academic year 2016-2017.	2,16
22. Empowering	N/A	
23. Applicable to the H&T	The Programme, given its specific focus on mentoring related activities, can be applied to any sector including Hospitality and Tourism	2,80
24. Innovative	The Programme is certainly innovative in its country of implementation, i.e. Greece. It also has innovative elements regardless of place, such as the well-defined and superbly planned structure. Mentoring is considered as a very effective process in preparing students for the workplace and this programme is the most advanced mentoring programme in this guide. The Liaison Office of the University of Ioannina implements many other activities as well, but we firmly believe that this is their “flagship” and this is the reason why this is the only described in this guide.	2,14



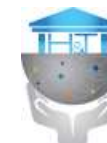
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
25. Modern	The Programme does not particularly capitalise on new trends/technologies	0,88
26. Mutually valuable, mutual contribution	<p>Mentors in the Mentor University of Ioannina Program in their cooperation with Mentees are expected to:</p> <ul style="list-style-type: none"> a. support the Mentee in exploring and identifying his/her goals, both educational and professional b. encourage him/her to commit to his goals c. guide him/her in discovering his/her strong points and in developing his/her skills d. help expand its network of business contacts e. offer opportunities for learning and practicing modern integration techniques in the work environment f. provide knowledge and experience from your personal journey that will give it stimuli for developing personal development plan g. contribute to the creation of a relationship that is characterised by trust and mutual respect <p>On the other hand, by participating in the Program, Mentors have the opportunity to:</p> <ul style="list-style-type: none"> a. contribute to the professional and personal development of young people b. become a model for other professionals 	2,96



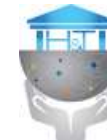
CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<ul style="list-style-type: none"> c. reflect on their career d. gain from contact with new people with fresh ideas and perceptions e. Increase their work satisfaction f. Expand their network g. Be trained in the principles and philosophy of mentoring h. Collaborate with the University of Ioannina <p>These and other issues related to your professional and educational development can be discussed with your Mentor, an experienced professional working in your area of interest.</p> <p>Mentees, through their participation in the program and through the mentoring process have the opportunity to:</p> <ul style="list-style-type: none"> a. Know the current labour market from the inside b. Recognize that their interests and skills can be matched with the right career for them c. Set goals and implement them d. Explore new educational and professional perspectives e. Develop their communicative and social skills 	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>f. Expand their network of business contacts</p> <p>g. Familiarize their selves with modern monitoring and integration techniques in the labour market</p> <p>h. Recognize prospects for business actions</p> <p>i. Improve their self-confidence</p> <p>Mentees are expected to attend an experiential seminar at the University of Ioannina.</p>	
<p>27. Effective communication</p>	<p>Communication between mentors - mentees and the project management team takes place in both structured and unstructured manners. There are meetings and brainstorming sessions that take place frequently in the course of the programme, but there are also other forms of communication utilised, such as phone calls, emails, etc.</p> <p>Regarding communication between mentors and mentees, the implementation of at least one face-to-face mentoring session per month is recommended and other forms of communication are encouraged.</p>	<p>3,02</p>
<p>28. Functional and flexible</p>	<p>The Programme operates smoothly. It is not flexible in the sense that it is based only on one single activity.</p>	<p>1,94</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>29. Quality assurance</p>	<p>In the Mentoring Programme, a systematic evaluation methodology is applied. In order to better monitor the program, a short questionnaire is sent by the project coordinator to the Mentors and Mentees, asking for their views on the course of their meetings. The results are then analysed and utilized for further improving the Programme.</p> <p>The Programme is administered by the project coordination team, which is comprised by personnel of the Liaison Office of the university of Ioannina.</p>	<p>1,96</p>
<p>30. Sustainable</p>	<p>It is funded by the University and donors, companies that offer support.</p>	<p>2,07</p>
<p>AVERAGE WEIGHTED SCORE</p>		<p>2,06</p>



10. Certi-MenTU project

Country: Transnational (EU)

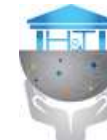
Data gathered through:

- ✓ Interview with Christiana Knais, General Manager, MMC (project partner)
- ✓ Form completion by Christiana Knais, General Manager, MMC (project partner)
- ✓ Desk Research (http://www.certimentu.eu/certimentu/web.nsf/partner_en.xsp)

DESCRIPTION:

Certi.MenTu is a project, which focuses on the certification of mentors and tutors. A mentor is **a person in a company** who helps the learner to develop his or her knowledge, skills, abilities and contextual awareness through time-limited, confidential, one-to-one conversations and other learning activities. In other words, the mentor is the person responsible for the placement or the internship activity. A tutor is a teacher or trainer normally from outside the learner's immediate work environment who supports individuals or small groups to learn at work. The tutor could be the person in the vocational⁴ (or tertiary) education that supports the student during the placement or internship. The Certi.MenTu project aims to develop shared experience between vocational education and training institutions and employers in order to create deeper mutual understanding of supporting learners at work. Curricula both for mentors and tutors have been developed that consist both of common and different modules. Standardized certification on the basis of the European

⁴ Certimentu project was dealing with VET.



Employer Programme for Hospitality and Tourism

Standard EN ISO 17024 – Certification of Persons provides an acknowledged process for validation and guarantee compliance with quality assurance requirements. The project thus advances the integration of labour market requirements in vocational education and training.

AVERAGE SCORE BY STAKEHOLDERS: 2,09

STRONG POINTS:

- The project deals with better link to work through compatible training and certification of the people in the training institution or the academic institution and the people in the workplace. In other words, the project focuses with only one activity of an Employer Programme namely internships and or placements and handles this activity (and its quality) in depth.

WEAK POINTS:

- The project deals only with one aspect of an Employer's Programme, namely the improvement in quality of the practical experience gained by students, due to the improvement in cooperation and understanding of mentors and tutors

Challenges

The biggest challenge relates to getting the employers into the process of training and certification for the benefit of the students.

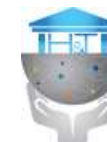
Success factors

Appropriate promotion of the training and certification to employers and educational institutions

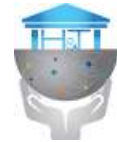
CRITERIA

Intellectual Output 2

BEST PRACTICES GUIDE



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
31. Systemic	Set of activities	1,32
32. Continuous	The project lasted for two years. It did not manage to build long-lasting relationships	0,82
33. Strategic	N/A	
34. Wide ranging	<ul style="list-style-type: none"> a. Mentoring b. Training of Mentors and Tutors c. Certification 	0,93
35. Comprehensive	The Programme included all stakeholders in all the activities	1,55
36. Intensive	N/A	
37. Empowering	N/A	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
<p>38. Applicable to the H&T</p>	<p>The project can be applied to the H&T Sector, through providing people in the industry and people in the tertiary institution with common grounds and objectives and through their certification with ISO. The important issue here is that through common training and certification mentors and tutors will be able to improve the quality of their cooperation for the benefit of the students.</p>	<p>2,60</p>
<p>39. Innovative</p>	<p>The innovative element of the project lies on the fact that there is common training and development for people within the educational institution and the organisation that leads to an internationally recognised certification. This affects the quality of internship and placement programmes</p>	<p>1,94</p>
<p>40. Modern</p>	<p>The Programme does not particularly capitalise on new trends/technologies</p>	<p>0,79</p>
<p>41. Mutually valuable, mutual contribution</p>	<p>The contribution in this case is the same both for employers and educational institutions and it is contribution in time of mentors and tutors for their training and certification for the benefit of the students</p> <p>As far as tutors and mentors are concerned, through the developed materials and certification, they can improve the</p>	<p>2,61</p>



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
	<p>support they provide to students during internship and placement programmes.</p> <p>As far as students are concerned, they are affected through better quality internships and placement programmes and even through better support during their entrance to the labour market</p> <p>As far as employers are concerned, they benefit from the support from the educational institutions during the placements and internship programmes</p>	
<p>42. Effective communication</p>	<p>N/A</p>	
<p>43. Functional and flexible</p>	<p>Even though it operated smoothly during its implementation, the programme was not flexible</p>	<p>0,97</p>
<p>44. Quality assurance</p>	<p>N/A</p>	



CRITERION	ASSESSMENT	Evaluation by partners (weighted)
45. Sustainable	The programme has proven non-sustainable	0,89
AVERAGE WEIGHTED SCORE		1,44



Analysis of the findings

This part of the guide aims to draw general conclusions regarding the best practices available both in Employer programmes in general as well as in Employer programmes targeting the Hospitality and Tourism Industry so as to provide feedback to the Recommendations Report. Conclusions are provided in three subsections namely:

- Holistic Systems vs Activities
- Activities that are often presented in different employer programmes
- Then, a section follows which includes the conclusions of the first part of the best practices guide, namely the elements and aspects from the best practices that are most important for the EPHT project, that can be adapted to the needs of the project and that should be included in its activities.

Holistic Systems vs Activities

Five holistic systems have been identified and further studied, although the degree to which each programme is considered as a system, varies. Those included:

1. **The Partnerships for Companies at the TAMK:** The Programme offers many different options to employers, regarding both level of partnership (Advanced and Basic Partnerships) and a range of activities that can be further tailored to meet the needs of each business.
2. **The Graduate Employability Project (GEP):** The GEP was a three-years project that combined a remarkable range of activities, along with elaborate and sophisticated evaluation and monitoring methodologies that can be adapted and used in the current project. Especially, the Steering Group that was coordinating the project, as well as the measurable Key Performance Indicators against which the progress was measured are very useful tools.
3. **“Pan out London”:** The “fun” aspect of this Programme (competitions, etc.), even though often underestimated, can attract partners and participants.
4. **The Employer Programme of the School of Hotel, Resort and Spa Management at the University of Derby:** At the University of Derby the “real world learning” philosophy is



employed in various ways and this makes the Employer Programme of the School of Hotel, Resort and Spa Management a highly successful one.

5. **Hosco – Hospitality Connections:** the only one of the best practices identified that uses ICT tools in order to facilitate the implementation of activities, something that the EPHT project also aims to achieve.



Activities that are common in employer programmes

The following activities have been integrated in the best practices identified (shown in the following table)

ACTIVITY	Best Practice 1	Best practice 2	Best practice 3	Best practice 4	Best practice 5	Best practice 6	Best practice 7	Best practice 8	Best practice 9	Best practice 10
Networking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advertising of businesses and positions	✓							✓		
Job search	✓	✓	✓		✓	✓	✓	✓		
Consulting and advisory services	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Masterclasses/ Guest lectures/ workshops		✓	✓	✓	✓		✓	✓		✓
Employer events		✓		✓	✓		✓	✓	✓	



ACTIVITY	Best Practice 1	Best practice 2	Best practice 3	Best practice 4	Best practice 5	Best practice 6	Best practice 7	Best practice 8	Best practice 9	Best practice 10
Mentoring		✓	✓	✓	✓			✓	✓	✓
Live projects / Commissioned Research		✓				✓	✓			
Internships and placements	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Field visits		✓	✓	✓						
Opportunities to study/work abroad	✓	✓			✓					
Experience through working in the university's facilities		✓								
mock applications & interviews			✓							
thematic workshops/seminars		✓	✓	✓				✓		✓



ACTIVITY	Best Practice 1	Best practice 2	Best practice 3	Best practice 4	Best practice 5	Best practice 6	Best practice 7	Best practice 8	Best practice 9	Best practice 10
Competitions			✓	✓						
job shadowing			✓	✓						
In-school job-shops/ Display stands where the programme as well as the participating employers are advertised				✓						
Work-based and work-related learning		✓	✓	✓						

Table 5: Activities integrated in the best practices identified



Conclusions and Useful Insights for the EPHT Project

In this section, the conclusions drawn from the best practices examined are presented. We emphasise on their applicability in the context of this project more, because the aim of this guide is to facilitate the design and application of a systematic Employer Programme for the Hospitality and Tourism.

First and foremost, we need to stress the importance of **communication**, which emerged as one of the most important gaps in collaborations between HEIs and the H&T industry in the countries of the consortium, according to the results of the comparative European research implemented by the project. It is noteworthy that most of the best practices presented here, do not follow a systematic or regulated way for communication between partners and in most cases, the initiative for communicating is taken by HEIs. Moreover, many of the interviewees stated that they adapt their communication styles and channels for communicating, depending on their interpersonal relationships with each partner. This is not necessarily a weak point for an Employer Programme, as it could act for its benefit. Given that many interviewees also said that the establishment of deep partnerships takes time and patience, communication styles should be adapted to the context of each partnership.

Nevertheless, some activities that are included in many of the programmes presented here, allow communication to take place effectively and they promote networking with new potential partners and upgrading partnerships at the same time. The career fair at the University of Athens, the annual forum at the University of Derby, the events organised at the Nottingham University, to name a few, are all examples of activities that achieve the aforementioned goals.

Moreover, the Hosco platform is a valuable insight for the EPHT project regarding communication, among many other aspects. The platform allows partners from different countries around the globe to communicate and collaborate with each other in various ways. Given that in this project, one of the outputs is the “Xenios Zeus” platform, the Hosco platform is a highly important input, considering its success, effectiveness and popularity among schools and employers alike.



The **innovative aspects** of the Programmes that have been chosen and scrutinised, can benefit greatly the EPHT project. The innovative aspects of each Programme are presented below along with their potential benefit for EPHT.

Hosco is very innovative as it is the biggest online community connecting schools and employers in the hospitality industry. The structure of the website, which acts as an online platform as well, is simple. There are tabs that correspond to different stakeholder types, i.e. employers/companies and schools/students/faculties. This structure and the general philosophy of the platform that can be summarised as simple-visual-well designed-user friendly can serve as an example for the “Xenios Zeus” platform.

The fact that courses are revised every year to reflect the new trends of the industry at the School of Hotel, Resort and Spa Management at the University of Derby is its most useful, and at the same time, important aspect. For the EPHT project, the philosophy of real world learning can open up opportunities for innovative activities as well as new partnerships and forms for collaboration. At the same time, it could be the most effective methodology for keeping curricula and teaching methods highly relevant.

The Employer Programme of the Business School at the Nottingham University, brought the employers more into the school, resulting in fruitful relationships with them, that then allowed to work on other areas, such as sponsorship, prizes and competitions, etc. It also brought many alumni back to the School to run workshops. Alumni, even though often overlooked can play a crucial role in establishing relationships with the industry. They are employees and in some cases, even owners of enterprises and therefore, in the EPHT project we should undoubtedly include them in all activities to be implemented. The most important lesson that the Employer Programme of the NUBS teaches us, is exactly their role in establishing successful partnerships.

The “Pan out London” project brings **fun and entertainment**, while at the same time, innovative activities into the picture. Given that many of the interviewees stressed the difficulty of involving students, this is a valuable lesson for the EPHT project. In other words, in order to be able to engage students, activities should be attractive to them. Even in the “pan out London” project, they had to reconsider their approach to school students, as the latter did not seem interested at the beginning.



The GEP offers us an incredibly valuable input regarding **evaluation, administration and monitoring** of an Employer Programme. Its **project management based methodology** has proved very effective in managing such a programme. Especially useful for EPHT can be the management and coordination by a **Steering Group** which includes representatives from all stakeholders involved and the monitoring based on **Key Performance Indicators**.

The structure of the practical exercise in KAMK is innovative and can prove useful for the EPHT project, as it involves two phases:

- A 1st phase where first phase, which takes place at the 2nd year of studies, when the students serve as front line personnel and thus have an opportunity to get to know how to provide basic service and to acquire insights on how a business in hospitality works.
- A 2nd phase, which involves them in junior management positions. In the course of this part, they write their theses based on the real problems or special needs and opportunities that the business might have and through their theses, they provide possible solutions to these problems.

Even though the EPHT will not suffice in practical exercise, this methodology can be applied on a different level, depending on the level of partnership. There can be different choices for different schools and different employers. Most importantly, the fact that students of KAMK have the opportunity to solve real problems that they have experienced themselves during their placement, can be a highly effective activity of an Employer Programme and should be included in the repertoire of activities of the EPHT, because it offers benefits both to the students and the employers. Students gain experience and expertise, while employers can have a potential solution to their problems as an exchange for their partnership.

The **personalised approach** adopted by the Liaison Office at the Athens University of Economics and Business, is also a very useful tool that can be utilised by EPHT. This approach applies especially to counselling, as personalised sessions can be easily adapted to the needs of each individual.

Mentoring is considered as a very effective process in preparing students for the workplace and the Mentoring Programme at the University of Ioannina is the most advanced mentoring programme in this guide. Its most useful aspect for the EPHT project is its well-designed and



structured process, which is repeated yearly, in order to attract new mentors, mentees and sponsors. Moreover, it was an EU funded project and it is now sustainable, three years after the end of funding and it has ensured funding by local enterprises. This is an important aspect that is highly relevant to the EPHT project, as it also is a funded project that aims to be sustained after the end of funding by the EU.

Lastly, the internationally recognised certification provided by the CertiMenTu project can be applied to the EPHT in the future and it can act as a powerful incentive to students and other stakeholders. Most importantly, the fact that mentors in the enterprise and tutor in the educational institution receive common and complimentary training enables them to work towards common goals for the benefit of the students and achieve a mutual and common understanding of the programme

This part of the best practices guide presented several good practices from various countries that provide us with the necessary insights and previous experience of stakeholders who have established and participate in employer programmes. Each programme is different in many aspects. Nevertheless, all can teach us valuable lessons based on the challenges they faced and on the success that they enjoy.



PART 2: BEST PRACTICES FROM EPHT PROJECT

Introduction to the second part of the guide

The second part of the report identifies the best practices that arise from the current project through the experience of the partnership in the development and pilot testing of the proposed system. This part of the best practices guide has been developed after the completion of the pilot. The second part of the best practices guide refers to the best practices identified through the current project. The consortium will develop a form on which all partners involved in the pilots will record the best practices identified through the project. As before, best practices were evaluated on specific dimensions using a specific evaluation form. Practices that are highly evaluated will be included in the second part of the Best Practices Guide: Best practices identified through the current project.

Methodology used for the development of this section of the report

In order to develop this section of the report the consortium used the workshop method and more specifically the snowball technique. A structured questionnaire was given to all participants of the workshops during the last meeting of the project. The participants had to complete first the questionnaire on their own, then in small groups (trying to reach consensus where possible) and then present their results to the whole group where some conclusions were taken. Although the main aim of this workshop was to identify best practices related to the methodology the project has followed to reach its results, the questionnaire examined also the way the consortium worked together in order to plan and complete the project. The questionnaire used is presented in Appendix four. More specifically the questionnaire developed focused on:

1. The process the project has followed to meet its objectives
2. Each of the intellectual outputs and how they have contributed to the end project objectives
3. Good practices regarding the cooperation of the consortium



Each of the above headings are discussed in the following sections:

Taking a helicopter view on the process followed by the project to reach its objectives

The following process has been identified by the partners:

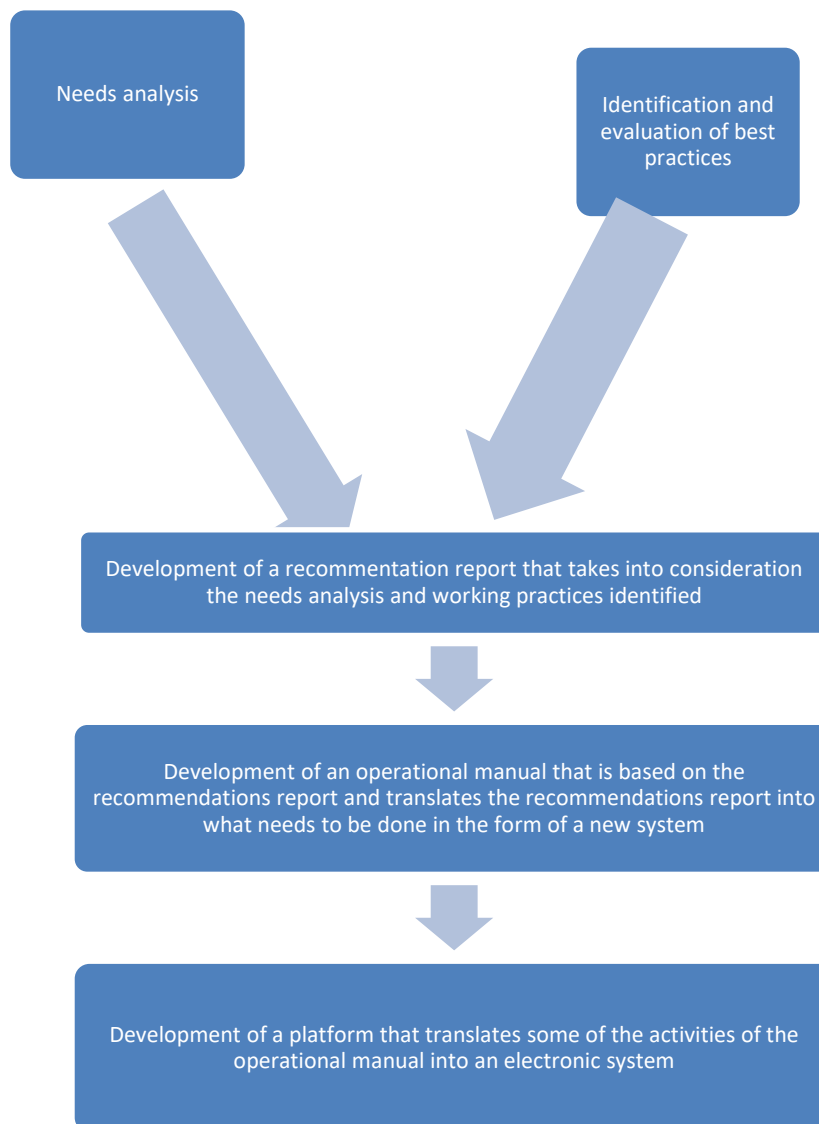


Figure 2: The process used at a glance



In general the partners have identified the following strong points in the process used:

1. The fact that there is a logical sequence in the progression of steps and each step builds upon the results of the previous one. For example the consortium did not just focused and adapt the already existing best practices not did just identified the needs of stakeholders. Through the identification of the needs of different stakeholders we found out what needs to be done. Through the identification of good practices we have identified ways (how) to meet these needs. At the same process we have saved on resources as we did not start something from the beginning ignoring what is there. We have used whatever was available, adapted it and improved it.
2. The recommendation report is in fact a way to “match” needs with existing good practices and when nothing is available, to develop new practices to match existing needs.
3. The operational manual is a “how to “ manual assisting stakeholders to establish their own system.
4. The platform is then the electronic answer to some of the activities of the operational manual

The intellectual outputs and how they have contributed to the end project objectives

European Needs Analysis

The first intellectual output is a European Report presenting the existing situation in the partner countries. More specifically, this report presents the current forms of collaboration between the H&T industry and the Higher Education Institutions offering programmes in H&T as well as the stances and attitudes of relevant stakeholders in relation to the collaboration.

The findings of this report are very important because:



1. They justify the scope of the project and reconfirm its necessity and importance
2. It provides a clear picture of where the stakeholders of the industry want to go
3. It produces a European perspective in the field of cooperation between different stakeholders in the H&T industry
4. It provides a thorough examination of needs in depth and breadth

As far as the **methodology** for the development of the report is concerned, this research was conducted in the period from November 2016 to February 2017. It was implemented in three phases and the methodology in terms of implementation, was rather sequential:

- First, the tools for the implementation of the focus groups such as interview guides, consent forms, as well as a document with clear instructions to facilitators were designed.
- Then the focus groups were implemented. One focus group per educational institution in partner countries (HCCI, TEI, TAMK) was conducted.
- The development of the structure and content of the semi-structured interviews as well as development of the questionnaire followed. The questions of the semi-structured interviews as well as of the questionnaires were informed by of a preliminary analysis of the results of the focus groups.
- Then, the semi-structured interviews as well as the surveys were implemented
- Finally, the results were analysed in each country and separate reports were produced for GR, CY and FIN.
- Based on those reports, a common one was developed.

Reflecting on the **methodology** used for the development of the European report, the consortium feels that although the methodology used was adequate and provided the project. At the same time partners feel that extending the focus groups and eliminating the semi-structured interviews may have produced better results. The reason for this is that focus groups provided with more qualitative and in-depth results.

As far as the content of the report all partners seem to be very satisfied with the results. One of the partners mentioned that all countries of the consortium should have participated in the development (ie including Spain and Italy). However this was not included in the initial design of the application.



Best practices guide (first part)

The second intellectual output of the project was a best practices guide. The objective of this guide is to present several good practices identified in Europe and internationally related to employer programmes from the hospitality and tourism industry as well as from other industries (that may be transferred to the hospitality and tourism industry). Additionally, this guide aims to present good practices in improving the collaboration between educational institutions in hospitality and tourism or other industries and the employment market.

The following methodology was used for the composition of the first part of the best practices guide:

1. Implementation of desktop research for the identification of practices used in Europe and internationally to improve the cooperation between educational institutions and businesses. This desktop research led us to stakeholders that have applied and used EMPLOYER PROGRAMMES in H&T or other industries as well as stakeholders that have used other best practices for achieving better link between educational institutions and the industry in the hospitality and tourism sector.
2. Development of a form to record practices. The objective of the form was to present an objective picture of the practices.
3. Dissemination of the form to the stakeholders identified in activity O2A1 in order to record practices. The form has been disseminated to over 100 stakeholders.
4. Implementation of telephone or skype interviews with relevant stakeholders
5. Validation of the results of the interviews through online questionnaires to several stakeholders.
6. Identification of criteria/dimensions for the evaluation of practices and development of an evaluation sheet. Evaluation of practices and identification of best practices
7. Composition of the first part of the best practices guide: Best practices in Europe and Internationally for linking education and work that could be used in the hospitality and tourism sector.



Reflecting on the methodology used, the consortium commented that it was a complex one to be implemented in the short time interval the consortium had in front of them for the implementation of this project. Some of the partners commented that the form to record best practices was too detailed and that the number of the criteria for the evaluation was quite big. The consortium believes that the methodology was robust and concrete, but may be not so appropriate for the time frame of the current project.

As far as the number and quality of best practices identified, the consortium was not satisfied on the number of the good practices identified (which also proves the need for the current project) but some of the good practices identified were of very high quality. The intellectual output was considered very valuable for the current project, especially for the development of intellectual outputs 3 (Recommendation Report) and 4 (Operational Manual).

Recommendations report

The recommendations report is written with the purpose of helping educational institutions (academics, administration and students) along with employers “fully realise the value of strategic, long term and intensive partnerships” (Wilson, 2015). The recommendations report takes into consideration the European Needs Analysis report and the best practices identified, and produces a list of recommendations for strategic, long term and intensive partnerships.

The approach of the recommendations report is to create a matrix of constructs (attributes) each with a different “degree level”. In turn, the combination of these constructs and their “degree levels” will produce a continuum of relationships or partnerships, each leading to competitive advantage. Most of the partners agree that this will indeed achieve the objective for strategic, long term and intensive partnerships. One of the partners commented that they expected a three tier system, each one with its own unique level of specifications.



Most of the partners said that they are satisfied with the dimensions. Some partners commented that the critical dimensions were too many. The three critical success factors that the partners would have selected are:

1. Funding (mentioned by all)
2. Planning and management
3. Strong ethos of participation/communication (mentioned by all)

Operational Manual

The operational manual aims to present the systematic methodology proposed by the Employer Programme for the development, installation and monitoring of a successful employer programme for the hospitality and tourism industry. Partners in general are satisfied with the forms of employer engagement presented in the operational manual as well as with the levels of employer engagement. The number and the detail in which activities are described are satisfactory. As far as the management structure is concerned, partners commented that this really needs to be tested (especially as far as practicality and effectiveness is concerned). As far as the activities offered per different level of engagement partners commented that this is a very good starting point, but time will really show whether these activities really fit employer needs.

Good practices regarding the cooperation of the consortium

During the workshop partners also reflected on the cooperation of the consortium.

As far as communication is concerned, partners commented that project meetings , emails (several each month), skype meetings (at least once a month) are the most effective means of communication.

As far as the tools used to manage communication and project management dropbox was highly rated and then trello.



Evaluating best practices arising from the implementation of the project

As already mentioned during the introduction of part B our objective was to also evaluate the best practices identified in the current project . To work on this issue we need to first finalise a catalogue of possible best practices as they evolve from the above discussion.

Best practices identified

1. **The process used for the implementation of the project is considered to be a best practice.**
 - **There is a logical sequence in the progression of steps and each step builds upon the results of the previous one. The consortium did not just focus and adapt the already existing best practices nor did it just identify the needs of stakeholders. Through the identification of the needs of different stakeholders we found out what needs to be done. Through the identification of good practices we have identified ways (how) to meet these needs. At the same time we have saved on resources as we did not start something from the beginning ignoring what is there. We have used whatever was available, adapted it and improved it.**
 - **The recommendation report is in fact a way to “match” needs with existing good practices and when nothing is available, to develop new practices to match existing needs.**
 - **The operational manual is a “how to “ manual assisting stakeholders to establish their own system.**
 - **The platform is then the electronic answer to some of the activities of the operational manual**
2. **The fact that the whole project is based on a thorough Needs Analysis which led to three National Reports compiled in one European report that presents the situation in three distinct European countries represented in the consortium, is considered to be best practice**
3. **The methodology used for the Needs Analysis is a best practice. A step by step process (focus groups, interviews and survey) escalating to a thorough analysis at both national and**



Best practices identified
European levels..
4. The methodology used for the identification of best practices is considered to be a best practice
5. The approach developed as depicted in the recommendations report and the operational manual ie to create a matrix of constructs (attributes) each with a different “degree level” is considered to be a best practice. In turn, the combination of these constructs and their “degree levels” will produce a continuum of relationships or partnerships, each leading to competitive advantage.
6. The proposed system allowing for a holistic and systematic approach, incremental development of partnerships, flexibility and educational orientation as opposed to a purely commercial one) is considered a best practice
7. The list of system dimensions as depicted in the recommendations report and operational manual is considered to be a best practice
8. The selection/choice and description of the activities in the operational manual is considered to be a best practice
9. The activities offered per different level of engagement is considered to be a good practice
10. The management structure proposed by the operational manual is considered to be a best practice
11. The facilitation of partnerships by the platform with a clear educational focus is considered a best practice

Table 6: Best practices from the current project



As a second step we have asked the partners to rate the above mentioned best practices. Below you can see the results of the voting.



It is obvious that the process used in this project as well as its holistic and systematic approach were the best practices mostly valued by the consortium.



Appendices



Appendix one: Form to record best practices

IO2: Best Practices Guide

Form to Record Best Practices

QUESTIONS

Please elaborate as much as possible in the following questions

PROGRAMME DESCRIPTION

1. Please describe the Employer Programme in a clear and concise manner. Present the activities included, people/organisations involved, strengths and shortcomings and anything else you believe is noteworthy.
2. Do you think that the Programme could be applied to the Hospitality and Tourism industry or its scope is limited to specific sectors? Please justify.

INNOVATION/IMPACT

3. Before the employer programme was established, was there any form of cooperation between educational institutions and employers? If yes, please describe and refer to its efficiency and effectiveness.
4. What is innovative in the Programme's approach?
5. What is its general impact/added value?
6. How is the development and delivery of the curricula impacted by the Programme, if at all?
7. How is student and graduate employability impacted by the Programme?
8. Are there any other groups or areas of the educational process (e.g. employers, faculty or other staff, teaching methods, equipment etc.) impacted by the Employer Programme, and how?



PARTNER ENGAGEMENT/GAINS

9. What were the gains/incentives that the programme offers to...?

a. employers (You may choose more than one answers)

- Ready skilled workforce
- Access to a skilled graduate workforce
- Commercial advantage
- Status and reputation
- Access to knowledge, facilities and services
- Training provision to employees by Tertiary Level Educational Institution staff (e.g. in marketing, management, etc.)
- Skilled interns
- Commissioned research (i.e. research on a specific topic and/or setting indicated by a business according to its needs)
- Other:

b. Academics and Educational institutions (You may choose more than one answers)

- Possibility of developing an applied research programme in the business
- Access to raw data provided by employers
- Constant updating of the industry needs, which leads to more relevant teaching and research
- Current and relevant curricula
- Enhanced employability of graduates
- Vocationally relevant curriculum
- Access to industry-standard resources
- Status and reputation
- Other:

c. Students of Educational institutions (You may choose more than one answers)



- Scholarships
- Awards
- Internships
- Networking
- Professional experience
- Enhanced employability
- Vocationally relevant curriculum
- Access to industry-standard resources
- Opportunities for workplace and/or placement learning
- Opportunity to develop workplace-relevant skills
- Other:

10. How were employers engaged in the Programme other than providing them with incentives/possible gains?

11. Do you offer a reward system for active participation/excellence/other to employers, students and/or staff members? If yes, Can you please describe it?

PARTNERS' CONTRIBUTION

12. In what ways are different partners contributing to the Programme?

a. Employers...

- Provide guest speakers from the industry
- Participate in researches and surveys for the improvement of the curricula
- Donate equipment to tertiary level educational institutions
- Provide Enterprise Advisors
- Provide funding for the Employer Programme
- Provide temporary employment to students/graduates
- Donate materials to tertiary level educational institutions
- Provide work experience/practical exercise programmes to students
- Organise student visits in the organisation



- Display stands of the Employer Programme in the organization
- Organise and review mock applications & interviews
- Participation in the development of curricula
- Deliver thematic workshops/seminars
- Provide job shadowing opportunities for students
- Provide mentoring to students
- Organise/fund/implement sponsorships/ competitions
- Provide e-mentoring to students
- Accept teacher placements
- Provide & subsidise project/dissertation ideas
- Other:

b. academics and educational institutions...

- Design/implement/participate in researches and surveys for the improvement of the curricula
- Organise Industry Days in the Institution
- Provide funding for the Employer Programme
- Provide teacher placements in the industry
- Facilitate temporary employment of students/graduates
- Facilitate/organise work experience/practical exercise programmes
- Organise and implement industry Visits
- Establish in-school job-shops where students can obtain information on the employers who participate in the Programme and vacancies
- Organise and review mock Applications & Interviews
- Offer venues in the school premises for conferences etc.
- Organise thematic workshops/seminars
- Organise/implement/fund sponsorship/ Competitions
- Display stands where the programme as well as the participating employers will be advertised



Other:

c. Students...

Participate in researches and surveys for the improvement of the curricula

Attend Industry Days

Participate in industry Visits

Participate in work experience/practical exercise programmes

Participate in mock Applications & Interviews

Participate in thematic workshops/seminars

Participate in job shadowing

Other:

ADMINISTRATIVE/OPERATIONAL ISSUES

13. What level of cooperation has the programme reached?

Partners offering different services to each other

Partners exchange services and plan different activities together

Partners plan and execute different activities together.

Other:

14. How is the Programme funded and how is its sustainability ensured?

Donations from employers

Donations from Tertiary Level Educational Institutions

Regular funding from employers

Regular funding from Tertiary Level Educational Institutions

Self-sustainability via regular membership and/or participation fees

Other:

15. Who is responsible for coordination and management?

H&T Tertiary Level Educational Institutions

H&T Students



- H&T Employers
- H&T Policy Makers
- Other:

16. How was mutual trust and understanding between employers and educational institutions achieved?
17. How do partners communicate with each other? Is communication regulated/encouraged in any way?
18. Please describe the programme's evaluation methodology, i.e. whether it was evaluated in a systematic manner, or by reference to its results. If there was a systematic evaluation system, please describe it.
19. Did you involve existing staff or did you hire new employees for the support of the Programme? Can you name and describe the key roles and responsibilities of those who were involved?

CHALLENGES/SUCCESS FACTORS

20. While designing and/or implementing the programme, were there any challenges? If yes, can you describe them and explain how you overcame them?
21. Which are the critical factors that render the programme successful?

OTHER INFO

22. Are there any tips or advice from your experience that were not mentioned earlier?



Appendix two: Interviewees

NAME	ORGANISATION/PROGRAMME	COUNTRY
1. Andrews, Jacqueline	Nottingham University Business School	UK
2. Andrews, Tim	London Careers Clusters - Accommodation and Food Service programme - "Pan Out London" Learn, Train, Recruit (LTR)	UK
3. Imber, David	Vocational Rehabilitation Consultants (VRC)	UK
4. Knais, Christiana	Certi-MentU project MMC Management Center	CY
5. Koukis, Victor	Liaison Office of Athens University of Economics and Business	GR
6. Merihlanti, Kaisa	Kajaanin Ammattikorkeakoulu Oy / Kajaani University of Applied Sciences (KAMK)	FIN
7. Offord, Ben	Hosco – Hospitality Connections School of Hotel, Resort and Spa Management, University of Derby	UK
8. Porter, Ian	15billion	UK
9. Roilina, Emma	Tampereen ammattikorkeakoulu / Tampere University of Applied Sciences (TAMK)	FIN



10. Yeronimaki, Effie	Liaison Office, University of Ioannina	GR
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Appendix three: Evaluation of each aspect of each Best Practice by partners

BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
1.	1. Systemic	5	4	4	4	4	4	4	4,14	3,19
	2. Continuous	5	5	4	4	4	5	4	4,43	3,18
	3. Strategic	5	4	3	3	3	5	4	3,86	2,49
	4. Wide ranging	3	4	4	4	3	5	5	4,00	2,17
	5. Comprehensive	4	4	3	3	3	5	5	3,86	2,09
	6. Intensive	5	3	2	2	2	1	4	2,71	1,60



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	7. Empowering	5	2	2	1	1	1	3	2,14	1,13
	8. Applicable to the H&T	5	4	5	5	4	5	5	4,71	3,30
	9. Innovative	5	4	4	4	4	5	5	4,43	3,16
	10. Modern	5	4	5	5	4	5	5	4,71	2,89
	11. Mutually valuable, mutual contribution	4	4	4	3	3	5	5	4,00	3,32
	12. Effective communication	5	4	3	3	3	4	4	3,71	2,93
	13. Functional and flexible	3	4		3	4	5	3	3,67	2,49



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	14. Quality assurance									
	15. Sustainable	5		5	5	4	5	5	4,83	3,69
										2,69
2.	1. Systemic	5	5	5	5	4	5	4	4,71	3,63
	2. Continuous	5	5	5	4	4	4	4	4,43	3,18
	3. Strategic	5	5	4	5	4	5	5	4,71	3,05
	4. Wide ranging	5	4	5	5	4	5	5	4,71	2,56
	5. Comprehensive	5	5	4	4	3	5	4	4,29	2,33



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	6. Intensive	5	4	4	4	3	4	4	4,00	2,36
	7. Empowering	5	3	3	3	4	1	3	3,14	1,66
	8. Applicable to the H&T	5	4	5	5	4	5	5	4,71	3,30
	9. Innovative	4	4	4		4	5	5	4,33	3,09
	10. Modern	3	5	4	4	4	4	4	4,00	2,46
	11. Mutually valuable, mutual contribution	5	4	5	5	4	5	5	4,71	3,91
	12. Effective communication	5	5	4	4	3	5	5	4,43	3,49



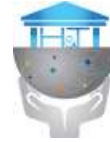
BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	13. Functional and flexible	5	5	4	4	3	5	5	4,43	3,01
	14. Quality assurance	5	4	3	2	3	2	3	3,14	1,79
	15. Sustainable	5	4	4	4	3	4	4	4,00	3,06
										2,86
3.	1. Systemic	3	3	2	2	2	1	2	2,14	1,65
	2. Continuous	4	4	3	3	2	4	4	3,43	2,46
	3. Strategic	2	3	2	2	2	1	1	1,86	1,20
	4. Wide ranging	3	4	3		2	5	4	3,50	1,90



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	5. Comprehensive	3	3	3	3	2	4	4	3,14	1,71
	6. Intensive	4	4	4	4	2	3	3	3,43	2,02
	7. Empowering	3	4	3	3	2	5	4	3,43	1,81
	8. Applicable to the H&T	5	5	4	4	2	5	5	4,29	3,00
	9. Innovative	2	4	3	3	3	5	4	3,43	2,45
	10. Modern	2	2	1	1	2	1	2	1,57	0,96
	11. Mutually valuable, mutual contribution	3	4	4	4	2	4	4	3,57	2,96



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	12. Effective communication	3	3	2	2	2	3	2	2,43	1,92
	13. Functional and flexible	3	3	3	2	2	5	3	3,00	2,04
	14. Quality assurance	3	4	3	3	2	4	4	3,29	1,88
	15. Sustainable	2	2	1	1	1	1	1	1,29	0,98
										1,93
4.	1. Systemic	5	4	4	4	4	5	4	4,29	3,30
	2. Continuous	5	3	2	2	3	1	1	2,43	1,74
	3. Strategic	5	3	4	5	4	5	4	4,29	2,77



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	4. Wide ranging	5	4	4	4	4	5	4	4,29	2,33
	5. Comprehensive	5	3		4	4	5	5	4,33	2,35
	6. Intensive	5	4	5	5	4	5	5	4,71	2,78
	7. Empowering	5	4	4	5	4	5	4	4,43	2,34
	8. Applicable to the H&T	5	3	4	5	4	3	3	3,86	2,70
	9. Innovative	5	3	4	4	4	4	3	3,86	2,75
	10. Modern	5	2	1	1	4	1	1	2,14	1,32
	11. Mutually valuable, mutual	4	3	5	5	4		3	4,00	3,32



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	contribution									
	12. Effective communication	5	3	2	2	3	5	5	3,57	2,82
	13. Functional and flexible	5	3	2	2	2	3	3	2,86	1,94
	14. Quality assurance	5	4	3	3	3	4	4	3,71	2,12
	15. Sustainable	3	2	2	2	2	3	3	2,43	1,86
										2,43
5.	1. Systemic	5	4	5	5	4	5	5	4,71	3,63
	2. Continuous	5						5	5,00	3,59



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	3. Strategic	5	4	4	5	3	5	5	4,43	2,86
	4. Wide ranging	5	5	5	5	3	5	4	4,57	2,48
	5. Comprehensive	5	4	4	4	3	5		4,17	2,26
	6. Intensive									
	7. Empowering									
	8. Applicable to the H&T	5	4	4	4	3	4	4	4,00	2,80
	9. Innovative	5	3	4	4	3	5	3	3,86	2,75
	10. Modern	5	2	2	2	2	1	1	2,14	1,32



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	11. Mutually valuable, mutual contribution	5	3	4	4	3	5	4	4,00	3,32
	12. Effective communication	5			4				4,50	3,55
	13. Functional and flexible	5								
	14. Quality assurance	5	3	3		3	5	4	3,83	2,19
	15. Sustainable									
										2,80
6.	1. Systemic	4	3	4	4	3	1	2	3,00	2,31



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	2. Continuous	3	4	5	5	3	5	5	4,29	3,08
	3. Strategic									
	4. Wide ranging	3	4	4	4	3	5	4	3,86	2,09
	5. Comprehensive	3	3	4	4	3	3	3	3,29	1,78
	6. Intensive	4	3	5	5	3	5	4	4,14	2,44
	7. Empowering	4	3	4	4	3	5	4	3,86	2,04
	8. Applicable to the H&T	5	4	5	5	3	5	5	4,57	3,20
	9. Innovative	3	3	3	3	2	4	4	3,14	2,24



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	10. Modern	3	2	2	2	2	1	2	2,00	1,23
	11. Mutually valuable, mutual contribution	4	3	5	5	3	5	4	4,14	3,43
	12. Effective communication	4	2	3	3	2	4	3	3,00	2,37
	13. Functional and flexible	3	4	4	4	3	5	4	3,86	2,62
	14. Quality assurance	3	4	3	3	3	5	5	3,71	2,12
	15. Sustainable	3	4	4	4	3	4	4	3,71	2,84
										2,41



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
7.	1. Systemic	3	3	2	2	2	1	1	2,00	1,54
	2. Continuous	3	3	4	4	3	5	5	3,86	2,77
	3. Strategic	4	4	3	3	3	5	4	3,71	2,40
	4. Wide ranging	4	4	3	3	3	4	4	3,57	1,94
	5. Comprehensive	3	3	3	3	3	5	4	3,43	1,86
	6. Intensive	4	4	4	4	3	4	4	3,86	2,27
	7. Empowering			2					2,00	1,06
	8. Applicable to the H&T	4	4	5	5	3	5	3	4,14	2,90



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	9. Innovative	2	2	5	2	3	5	4	3,29	2,35
	10. Modern	2	2	1	1	2	1	1	1,43	0,88
	11. Mutually valuable, mutual contribution	4	4	4	4	3	5	4	4,00	3,32
	12. Effective communication	3	3	3	2	3	3	3	2,86	2,25
	13. Functional and flexible	4	4	3	3	3	5	4	3,71	2,52
	14. Quality assurance	4	4		5	4	5	5	4,50	2,57
	15. Sustainable	3	3	4	4	3	5	4	3,71	2,84



		PARTNERS' EVALUATION								
BEST PRACTICE	Criterion	MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4	AVERAG E	WEIGHTE D
										2,23
8.	1. Systemic	5	2	2	3	3	5	3	3,29	2,53
	2. Continuous	5	4	4	5	3	5	5	4,43	3,18
	3. Strategic									
	4. Wide ranging	5	3	3	3	3	5	4	3,71	2,02
	5. Comprehensive	5	4	3	3	3	5	5	4,00	2,17
	6. Intensive	2	3	2	2	3	2	2	2,29	1,35
	7. Empowering									



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	8. Applicable to the H&T	4	4	4		2	4	3	3,50	2,45
	9. Innovative	4	4	4		2	4	3	3,50	2,50
	10. Modern	1	2	2	2	2	1	1	1,57	0,96
	11. Mutually valuable, mutual contribution	5	3	3	3	3	5	4	3,71	3,08
	12. Effective communication	2	2	2	2	2	2	2	2,00	1,58
	13. Functional and flexible									
	14. Quality assurance			2					2,00	1,14



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	15. Sustainable	2	2	2	3	2	2	2	2,14	1,64
										2,05
9.	16. Systemic	2	2	2	2	2	1	1	1,71	1,32
	17. Continuous	3	3	3	3	2	5	5	3,43	2,46
	18. Strategic									
	19. Wide ranging	2	2	2	2	2	3	3	2,29	1,24
	20. Comprehensive	3	3	3	3	2	5	4	3,29	1,78
	21. Intensive	3	4		3	2	5	5	3,67	2,16



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	22. Empowering									
	23. Applicable to the H&T	4	4	4	4	2	5	5	4,00	2,80
	24. Innovative	3	3	3	3	2	4	3	3,00	2,14
	25. Modern	1	2	2	1	2	1	1	1,43	0,88
	26. Mutually valuable, mutual contribution	3	4	4	3	2	5	4	3,57	2,96
	27. Effective communication	4	4	4	4	2	5		3,83	3,02
	28. Functional and flexible	3	4	3	3	2	3	2	2,86	1,94



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	29. Quality assurance	3	4	3	3	2	5	4	3,43	1,96
	30. Sustainable	2	3	2	2	2	4	4	2,71	2,07
										2,06
10.	31. Systemic	2	3	2	2	1	1	1	1,71	1,32
	32. Continuous	1	2	1	1	1	1	1	1,14	0,82
	33. Strategic									
	34. Wide ranging	2	2	2	1	1	2	2	1,71	0,93
	35. Comprehensive	2	3	2	2	2	5	4	2,86	1,55



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	36. Intensive									
	37. Empowering									
	38. Applicable to the H&T	4	3	4	4	2	5	4	3,71	2,60
	39. Innovative	2	3	2	2	1	5	4	2,71	1,94
	40. Modern	1	2	1	1	1	1	2	1,29	0,79
	41. Mutually valuable, mutual contribution	3	3	3	3	1	5	4	3,14	2,61
	42. Effective communication									



BEST PRACTICE	Criterion	PARTNERS' EVALUATION							AVERAG E	WEIGHTE D
		MMC	CHA	TAMK	TEI	HHIC	DOCUMENT A	GRUPPO 4		
	43. Functional and flexible	1	1	1	1	1	3	2	1,43	0,97
	44. Quality assurance									
	45. Sustainable	1	2	1		1	1	1	1,17	0,89
										1,44



Appendix four: Questionnaire used for the identification of best practices from the completion of the current project

Identification of good practices in the framework of the project EPHT

This questionnaire is a guided tour of what we have achieved in the project. We kindly ask you to critically review the process as well as the results in order to reach some conclusions on best practices to be used for the improvement of collaboration between different stakeholders in the H&T industry.

Please take a helicopter view and comment on the process the project has followed to reach its objectives.

More specifically please make a graphical form of the steps we have followed.

What are the inputs and outputs of each part of the process?

If you would repeat the process again would you do it in the same way or differently? What changes would you have made if any?



The second intellectual output of the project is a Best Practices guide. The objective of this guide is to present several good practices identified in Europe (or internationally) related to employer programmes from the hospitality and tourism industry as well as from other industries (that may be transferred to the hospitality and tourism industry). Additionally, this guide aims to present good practices in improving the collaboration between educational institutions in hospitality and tourism or other industries and the employment market.

Please comment on the following:

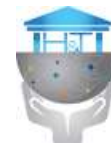
a. Do you agree with the methodology used for the development of this guide?

b. Are you satisfied with the number of best practices identified?

c. Are you satisfied with the quality of best practices identified?

d. Do you feel that this is a valuable input to the next intellectual output i.e. the recommendations report?

The recommendations report is written with the purpose of helping educational institutions (academics as well as students) along with employers “fully realise the value of strategic, long term and intensive partnerships” (Wilson, 2015: 1). The recommendations report takes into consideration the European Needs analysis report and the best practices identified and produces a list of recommendations for strategic, long term and intensive partnerships.



Please comment on the following:

- a. *The approach of the recommendations report is to create a matrix of constructs (attributes), each with a different 'degree level'. In turn, the combination of these constructs and their 'degree levels' will produce of continuum of relationships or partnerships, each leading to competitive advantage. Do you feel that this approach will indeed achieve the objective for strategic, long term and intensive partnerships?*

- b. *The recommendations report presents different dimensions such as:*
 - a. *Achieving efficient and effective communication channels*
 - b. *Activities to be offered – Contribution of stakeholders*
 - i. *Employers / Professionals*
 - ii. *Academia / Academics.....*
 - iii. *Students.....*
 - c. *Administration of the EP.....*
 - i. *Type of System.....*
 - ii. *Planning.....*
 - iii. *Governance (Management & Coordination).....*
 - iv. *Funding.....*
 - v. *Structure and Resource Requirements.....*
 - d. *Incentives for participation in the EPHT – Reward Mechanisms.....*
 - i. *Professionals / Employers.....*
 - ii. *Academia / Academics.....*
 - iii. *Students.....*
 - e. *The Platform.....*
 - f. *Evaluation / Quality assurance.....*
 - g. *Critical Success Factors.....*
- c. *Are you satisfied with the dimensions included in the recommendations report? Would you add any dimension and why?*



- d. *If you could only select three critical success factors which ones these would be?*

The operational manual aims to present the systematic methodology proposed by the Employer Programme for Hospitality and Tourism (EPHT) Project for the development, installation and monitoring of a successful employer programme for the hospitality and tourism industry.

- a. *Do you agree with the forms of employer engagement presented in the operational manual*

- b. *Do you agree with the levels of employer engagement presented by the operational manual?*

- c. *The operational manual describes different types of activities. Are you satisfied with these types? Would you add any other type of activity?*

- d. Reflect upon the management structure proposed and the roles of different bodies. Do you feel that this management structure is effective, efficient and practical?

- e. Reflect upon the activities offered per different level of engagement. Do you agree with the proposition of the operational manual?



What do you consider as good practices regarding the cooperation of the consortium?

- i. As far as communication is concerned (comment on how often, using what means etc.)**

- ii. As far as tools are concerned (project management tools e.g. trello, common storage e.g. dropbox etc.)**

- iii. As far as organization of meetings are concerned**



iv. Other

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