

Work Based Learning in Vocational Education Training (VET): A Review of Engagement Among Stakeholders

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Abstract

To improve the implementation of the program, an integrated approach is required, as stakeholder involvement is a critical factor that needs to be taken into account. To improve the capacity of the WBL program through stakeholder engagement, this paper addresses the literature on stakeholder perspectives on WBL. The perspectives of the three main stakeholders, namely industry, students, and higher education institutions, were explored in this paper. This review paper adhered to the standards of the GEA-RIME committee for systematic literature reviews. Based on the research questions, this paper explored different types of WBL models and how stakeholders engage with each WBL model, as well as the challenges stakeholders face during engagement. For the final literature paper evaluation and findings, 41 publications on in-service learning in hospitality and tourism curricula published between 2010 and 2022 were selected. The results of the literature review show that there are many types of WBL models, each with a different approach to stakeholder engagement and different challenges. It can be concluded that strong multi-stakeholder engagement is crucial for effective WBL training transfer. Based on the findings, it is recommended that all stakeholders share responsibility to ensure that the transfer of knowledge and skills during the WBL process achieves the quality standards of training and produces the highly skilled graduates desired by the industry.

1. Introduction

While the emphasis of this review paper is on the achievements of the dual education system in Germany in terms of how work-based learning (WBL) has been implemented toward vocational education and training (VET), the analysis will be of significance to stakeholders involved, particularly in countries that do not apply dual education systems, as WBL continues to gain popularity in other countries. The research gathers information from a wide variety of stakeholders, namely the top 3 stakeholders engaged in work-based learning (WBL): students, higher education institutions (HEIs), and industries. The theory and practice of WBL may be found in a wide variety of sectors, including the area of health care (Rounce et al., 2018) and the field of engineering (Medhat, 2008).

It has been postulated that shifting work-based learning (WBL) programs away from the traditional learning-on-the-job strategy and toward a stakeholder approach will affect the expectations of stakeholders and, as a result, engagement in the program. Industry partners provide placements for several reasons, ranging from

financial imperatives (that is, an ethos of value addition) to a strategy that is focused on the imperatives of stakeholders (or a transformative ethos).

The culture that permeates the organization has a sizeable impact on the stakeholders' anticipations of the benefits, outcomes, and expenditures associated with the program. A partnership or stakeholder ethos, in particular, emphasizes a long-term view, promotes collaboration, and takes into consideration the learning and advantages for all stakeholders (Harvey et al., 1997). An effective WBL program based on the stakeholder approach may use up limited resources since it requires a regulated partnership approach with extensive involvement and clear agreements, which standard strategies for learning on the job do not necessarily offer. As a direct consequence of this, the essential culture shifts to adopt a stakeholder approach is still in the process of being implemented (Orrell, 2004; Patrick et al., 2008).

As an approach to learning, work-based learning (WBL) plays a further role in both professional growth and lifelong learning. WBL has been the subject of several studies; however, there are regional variations in its definition and application (Fink, 2006). The WBL philosophy integrates knowledge and experience as well as theory and practice. The idea that there are several learning opportunities available in the workplace was presented. One benefit of WBL is that it is sufficient to discuss the issues with the other members without the need for expensive, specialized training. The creation and preservation of relationships between all stakeholders and the chance for one to learn from the other are essential components of a well-run and successful WBL. In that it relates to learning that it not only improves the skills of the person but has a much larger positive impact on society, WBL may be seen as more expanding learning than restricted learning (Tennessee State Government, n.d).

The primary objective of vocational education is to educate young people for the workforce. They must be subject matter specialists, have current knowledge and experience of their topic's application in relevant sectors, and possess the required skills. in the field Developing the skill of applying acquired knowledge to real-world situations is indeed a vital skill for students majoring in hospitality courses. Thus, many stakeholders acknowledge the importance of work-integrated experience, as it is associated with better college performance and improved opportunities for landing a job upon graduation. In the context of hospitality courses, work-integrated learning enriches students' knowledge in a multicultural work environment, fosters cooperation with the hotel and tourism sectors, and provides an essential experience that benefits all stakeholders: industry, university, and students.

The following are the research questions this paper presents:

RQ 1: What type of WBL model is implemented in various settings? (i.e countries, organizations, etc)?

RQ 2: How do stakeholders engage in different types of WBL models?

RQ 3: What are the top issues that the stakeholders have with the engagement?

1.1 Theoretical Framework

Sociocultural learning perspectives emphasize the reciprocal nature of the interaction between an individual's learning, environment, and culture. "Knowledge is treated as being contingent on the person and the social and cultural contexts within which it is developed and utilized" (Engeström, 2009). This is in line with Socio-Cultural Theory, where the type of (interactive) experiences and activities, as well as the interpretations made by them and others, determine what and how much they learn during their work-based learning. This emphasizes a social system where interactions with other individuals or groups are significant. The focus of this study is to examine different types of networks of interacting activity systems (Engeström, 2009) that have shaped how work-based learning is defined in different contexts.

This theoretical foundation of this study is further strengthened by Stakeholder Theory whereby more focus is placed on the methods by which individuals have to cross and operate across borders between activity systems; this kind of boundary crossing necessitates activity negotiation and a shared understanding of the object (Engeström, 2001). Moreover, interaction, agency, and individuality become crucial factors (Engeström, 2001). In WBL, the relational interrelationship of subjectivity, social dynamics, and personal agency is significant (Billet, 2011). Robust kinds of agency are crucial for practitioners who must collaborate across organizational boundaries because they must be able to identify and utilize the capital that others bring to the table. The idea of social agency—defined as "a capacity to offer support and to ask for support from others" (Edwards, 2005)—helps emphasize a significant area of analysis in this study. The emphasis on social agency is shifted from the system to the effects of individuals who collaborate within and across systems (Edwards, 2005).

2. Methodology

The quick-scan analysis was the source of the study's research. Based on predetermined research questions, quick-scan analysis enables cross-case study of many studies and provides an insightful overview of the body of

literature on a given topic. The guidelines for this literature review is following the recommendations made by the GEA-RIME Committee topic (Bordage et al., 2001).

2.1 Data Collection and Data Analysis

The review's full-text papers from 2010 to 2022 were searched using the keywords based on Table 1. Emerald, Scopus, and Google Scholar, were the databases we utilized for the search. The search returned a large number of items (Table 1), but this paper only selected the most significant articles.

Table 1 *The results of the search - the number of records*

Keyword	Emerald/Springer	Scopus	Google Scholars
Workplace Learning	403	297	3500
Work Based Learning	355	213	2783
Work Integrated Learning	112	98	1350

2.2 Selection Process and Quality Assessment

Three steps were involved in the paper selection process. We chose articles in the first phase based on the titles and abstracts in relation to our research questions. The articles that were chosen in the first phase were then appraised for quality. The relevance of the article's content to the selection criteria was next examined. We established the inclusion, exclusion, and quality standards following GEA-RIME Committee recommendations (Bordage et al., 2001). Articles that didn't meet the following criteria were excluded from the screening process:

- The text was not accessible in its entirety.
- The paper was too sparse.
- The publications providing identical data were authored by the same research group.

These were the requirements for selection in the initial step:

- The articles must be written in English and published in various sources for example journals, books, or conference publications.
- The research focuses on the WBL principles and application in VET at an institution of higher education.
- Following the initial step of selection, we assessed (Table 2) all of the included papers in line with the quality requirements.

Table 2 *The result of first phase - numbers of records*

Scopus	Emerald/Springer	Google Scholars
13	11	17

The following selection criteria were used for the field research (using both qualitative and quantitative methodologies) (Bordage et al., 2001).

High technical standards are met in the implementation of experiments, statistics, and other studies, and enough information is provided in the descriptions.

- The data are used to support the conclusions, which are presented appropriately.
- How well-defined were the connections between the data, analysis, and conclusions?

The following are the requirements for theoretical papers:

- To what extent did the analysis's initial goals and objectives be addressed?
- In what ways has the study added to our understanding or knowledge?
- How thoroughly were the background and the range of perspectives explored?

This paper evaluated the publications using the eight levels of categorization suggested by Nauman & Peterson (2014) and Mourão (2020) to gauge conformity with the selection criteria. These levels relate to the following qualities:

- 7 – examples from actual situations;
- 6 – best practice application;
- 5 – a strong practise scenario from a curricula;
- 4 – surveys with appropriate sample and design;
- 3 – observational findings presented using reliable qualitative techniques;
- 2 – empirical research that are quantitative;

- 1 – formal or logical outcomes;
- 0 – reviews that are methodical and provide practice-oriented advice.

Because this paper is looking for facts and trustworthy insight, it was decided to begin by choosing the articles that fit the classifications: 0-review articles, 1-scientific and technically sound evidence, and 3-quantitative empirical studies. This was done because this paper is looking for facts and trustworthy experience. After noticing that the papers included in the qualitative study, surveys, and exemplary practice examples from a curriculum and a program that fall in categories 3 to 6 were helpful and inventive, we decided to incorporate them in the review later on. It was decided to do away with any and all publications that scored less than a seven (studies without validations of the findings and conclusions). In the third phase, we sorted through all of the articles and chose those that were relevant to the study based on whether or not they were duplicates or whether or not they effectively answered the research questions. Following the completion of the third phase, 41 articles were selected for further evaluation. The chosen articles are mentioned in the reference section of this work, beginning at position and continuing through position

3. Result and Discussion

Each of the following subsections will provide a summary of our study results in relation to the research questions we posed at the start of the literature review.

RQ 1 What type of WBL model implemented in various setting? (i.e countries, organization etc)?

Table 3 *Types of WBL model*

Types of WBL systems	Author	Articles
Dual System	1. (Pinnow, 2019),	1. The German dual vet system and approaches to enhance employer engagement.
	2. (Pirlog et al, 2017)	2. The necessity of a dual education system for Romanian automotive industry. case study engagement.
	3. (Belikov et al, 2020),	3. Students’ professional mobility in organizations of vocational secondary education as a result of dual education system.
	4. (Deissinger, 2015),	4. The German dual vocational education and training system as ‘good practice.
	5. (Tastanbekova et al, 2021),	5. Development of professional skills in the context of higher school dual education.
	6. (Martynenko, 2020),	6. Russian educational system in the context of structural reforming crucial goals and problems of transformation.
	7. (Kis & Park, 2012)	7. A Skills Beyond School Review of Korea.
Apprenticeship	1. (Deissinger & Gonon, 2016)	1. Stakeholders in the German and Swiss Vocational Educational and training system: Their role in innovating apprenticeships against the background of Academisation.
	2. (Liyaganawardena & Moore, 2019)	2. Flexible approach to apprenticeship education.
	3. (Venkatraman, 2018)	3. Improving employment outcomes of Career and Technical Education Students. Higher Education.
	4. (Arthur-Mensah, 2020)	4. Bridging the industry–education skills gap for human resource development.
	5. (Pan et al., 2021)	5. Positioning construction workers' vocational training of Guangdong in the global political-economic spectrum of skill formation.
	6. (Deissinger, 1994)	6. The evolution of the modern vocational training systems in England and Germany: A comparative view.
	7. (Zhang, 2021),	7. An institutional dilemma in China's skills-development system: Evidence from two apprenticeship reforms.
	8. (Remington 2018),	8. Bureaucratic Politics and labour policy in China.
	9. (Major, 2016)	9. Models of work-based learning, examples and

			reflections
Integrated Learning	<ol style="list-style-type: none"> 1. (Anderson & Sampson, 2013) 2. (Lai, 2021) 3. (Politsinskaya et al., 2019) 4. (Yumatov, et al, 2017) 5. (Pratt & Hahn, 2016) 6. (Boon, 2021) 7. (Cooper et al., 2010) 8. (Martin & Rees, 2018) 	<ol style="list-style-type: none"> 1. Qualities of learning contracts 2. Effects of the group-regulation promotion approach on students' individual and collaborative learning performance, perceptions of regulation and regulation behaviors in project-based task 3. Organization of student project based activities through individual learning routes 4. Problem-based learning methods for training staff for tourism and hospitality clusters. 5. Enhancing hospitality student learning through the use of a business simulation 6. Integrating pedagogical model for simulation-based learning in hospitality TVET students: Attitudes and satisfaction 7. Work integrated learning: A guide to effective practice 8. Student insights: The added value of work-integrated learning. 	
3Ps system	<ol style="list-style-type: none"> 1. (Dalrymple et al, 2014) 2. (Ferrández-Berruoco et al,2016) 3. (Schmidt & Gibbs, 2009) 4. (Tudor & Dutra, 2014) 5. (Cvetkovi, 2017) 	<ol style="list-style-type: none"> 1. Characterizing work-based learning as a triadic learning 2. A framework for work-based learning: Basic pillars and the interactions between them. 3. The challenges of work-based learning in the changing context of the European higher education area. 4. Understanding student engagement with social entrepreneurship: a case study of the University of Northampton 5. Triple helix model in Higher Education: 	
On the Job Training	<ol style="list-style-type: none"> 1. (Bafaneli & Setibi, 2015) 2. (Prasanth, 2015) 3. (Rathore, 2017) 4. (Manoj, 2013) 	<ol style="list-style-type: none"> 1. The impact of on-the-job training on employee performance: The case of Riley's Hotel 2. Training and development in hotel 3. Significance of training and hospitality skills for hotel employees 4. A study on the efficiency of training in hospitality-A Kerala Tourism Development Corporation experience 	

The Dual System is a primary education framework that combines vocational training in school with apprenticeships in a company for a certain period of time. This system originated in Germany and is already gaining a strong foothold in some countries like Switzerland, Austria, Romania, and South Korea (Pinnow, 2019; Pirlog et al., 2017; Kis & Park, 2012). Countries like Russia started to create their own dual system away from the framework of the German dual system (Belikov et al., 2020; Martynenko et al., 2020). Due to differences in the structure of vocational education and the labor market, Russia needs to create its own model of dual training, using the best of world experience (Martynenko et al., 2020). While there are some issues like structural and cultural adaptation as well as expertise, some countries like the South Korea Dual System show success in adapting to the German framework due to labor expertise and technology ready for the framework integration into their education system (Kis & Park, 2012). There is a strong need for integrating the dual system in countries like South Korea and Kazakhstan with the intention of curbing the high unemployment rate among youth (Tastanbekova et al., 2021). Recently, the Germany Dual System has garnered a great deal of attention due to the fact that a number of nations, particularly in Southern Europe, are attempting to implement comparable principles of structured apprenticeships in their vocational education (Deissinger, 2015). Nonetheless, the implementation of a system that examines qualifications significantly from a non-economic standpoint once again necessitates guidelines of consensus and cooperation among many social groupings (Deissinger, 2015).

Another type of work-based model (WBL) is apprenticeship. Apprenticeships are compensated positions in which the person obtains knowledge and experience. In addition to on-the-job training, apprentices spend at least 20% of their working hours doing classroom-based learning leading to a nationally recognized qualification at a college, university, or training provider. While apprenticeship is highly grounded in the dual

system in Germany (Deissinger & Gonon, 2016; Pinnow, 2019), relevant research indicates that the systems of modularization training and related approaches to competency in England and Australia have nothing in common with the German dual system of apprenticeship (Deissinger, 2015; Deissinger, 1994). While the Germans were adopting educational policies that integrated with their systems, in England and Ireland, the VET system was retained based entirely on business principles (Liyaganawardena & Moore, 2019; Venkatraman et al., 2018; and Deissinger, 1994). In contrast to the UK, where apprenticeships are frequently viewed as paid positions that simultaneously provide training, apprenticeships in Germany are viewed as an integral component of young people's education. Despite some setbacks regarding the apprenticeship system in the United Kingdom (Deissinger, 1994), the model has experienced a kind of revival emerging from labor market structures. As a result, the Surveying Apprenticeship Trailblazer group was approved in the autumn of 2015 (Liyaganawardena & Moore, 2019). Contrary to the framework-based apprenticeship methodology used to evaluate trainees, in the new standards-based method, an approved independent entity evaluates apprentices at the end point" of their training program, thus further improving the quality and transparency of the assessment (Liyaganawardena & Moore, 2019). While most VET apprenticeship programs in the West comprise a wide array of stakeholder collaboration (Deissinger & Gonon, 2016; Venkatraman et al., 2018; and Arthur-Mensah, 2020), in China they are heavily centralized by the government. China pursued a strategy of socialist development based upon a planned economy, under which the allocation of resources to key sectors and the movement of products in the market were centrally directed (Pan et al., 2021; Zhang, 2021). Education and training of skilled workers rely heavily on policies decided by the central government. The central government establishes a goal to increase the overall skill level of the workforce in order to promote technological modernization and encourage innovation, and provincial governments follow the central government's strategic decisions with more detailed policy statements pertaining to local conditions (Pan et al., 2021; Zhang, 2021; and Remington, 2018).

Work-integrated learning (WIL) refers to educational activities that combine the theoretical study of a subject with its application in the workplace. The purpose is to guarantee that students gain the capacity to integrate their learning through a mix of academic and work-related activities. WIL and work-based learning (WBL) have certain similarities, but WIL is an integral component of the school curriculum and is often driven by learning goals, while WBL is largely anchored in the workplace and not always tied to academic studies. Examples of work-integrated learning include problem-based learning (Yumatov et al., 2017), project-based learning (Lai, 2021; Politsinskaya et al 2019), work simulation training (Pratt & Hahn, 2016; Boon et al, 2021), and internships (Anderson & Sampson, 2013). One of the key aspects of work-integrated learning is to enhance student's professional competency and employability capacity before they start to join the workforce (Cooper et al., 2010; Martin, & Rees, 2018). Collaboration between stakeholders such as academic institutions and industry is important to make sure the curriculum in the training is compatible with the specific skills of the discipline and generic skills, thus ensuring the graduates competency and building their future careers (Cooper et al., 2010; Martin, & Rees, 2018). The distinction between work-integrated learning and the VET framework depends on how different countries operationalize its implementation; for example, in Germany, Austria, Switzerland, and China, the framework involves institutional structures, an economic, social, and political framework (Pinnow, 2019; Deissinger, 2015; Pan et al., 2021; Zhang, 2021, and Remington, 2018). In countries like the United Kingdom, Australia, and the United States, the framework involved in the organizational and regulatory design of VET (Deissinger & Gonon, 2016; Liyanaganawardena & Moore, 2019; and Venkatraman, 2018).

The 3Ps Model is a framework that focuses extensively on curriculum alignment with work-based learning. The framework established by triadic inter-connectivity between stakeholders involved with curriculum development, mainly higher education institutions (HEIs), industry, and students (Dalrymple et al., 2014). The inclusion of students became an increasingly prevalent dimension as learners became co-producers of knowledge and understanding through the utilization of their experience and practice examples as curricular content (Dalrymple et al., 2014). Together, they form a triadic connection between students, higher education, and industry. Work-based learning will prove more effective when each of the stakeholders regards themselves as active agents responsible for knowledge transfer (Dalrymple et al., 2014). There is also another type of interaction involving universities, industry, and government that generates an innovation system' format that emphasizes the most significant new sources of innovation and the dynamics of their interplay (Ferrández-Berruero, 2016; Tudor & Dutra, 2014). While human capital became the main source of the interplay, another type of interaction focused on the dynamic of the market trend, where people, organizations, and curriculum came into contact as a result of market-driven needs (Schmidt & Gibbs, 2009). Of all the types of interaction in this model, this framework is established based on the engagement of active partnerships that reveal varying levels of curriculum integration.

On-the-job training, on the other hand, is a form of investment in the human capital of the organization. Training focuses on acquiring skills and is labor-intensive (Cvetkovi e tal., 2017; Rathore, 2017). While some might use the term interchangeably with apprenticeship and internship, on-the-job training, however different

in terms of knowledge transfer, is mainly for company benefits and expansion. While apprenticeships and internships are based on shared curriculum between HEI and industry, on-the-job training curriculum was developed solely based on the company's goals and objectives. The human resources department plays a crucial role in developing the curriculum structure (Cvetkovi e tal., 2017; Bafaneli & Setib, 2015; Prasanth, 2015; and Rathore, 2017). Training is the deliberate and methodical process of enhancing one's knowledge, abilities, and attitudes via the delivery of structured events, activities, programs, and instructions designed to build up employee competency (Prasanth, 2015). On-the-job training represents micro-level engagement, in which the interaction does not necessarily involve public interest but is limited to company interests and goals (Manoj, 2013).

To synthesize the findings on RQ 1, there are many types of WBL that are implemented in different contexts. Work-based learning in VET may be done in a variety of ways. In some models, the learner is an employee who spends more time in the workplace than in the classroom, in contrast to other models where learners are predominantly students in education and training providers, with just a small amount of time spent in the workplace or engaging in work-related tasks. In most work-based learning in the dual education system, students spend most of their time in the workplace as a result of the integration of education structure in the workplace, which means that it is much more than work experience and is often viewed as a distinct component of the learning experience. In the non-dual education system, work-based learning is only one part of the learning experience, generally as a discrete project or subject. It might constitute a significant part of institutional learning (via simulations, practical exercises, and requirements for work experience). The relationship to the workplace and the type of work-based learning have always been essential elements of the VET system. However, this focus is increasingly being recognized as a crucial component of higher education.

Particularly common in fields with strong occupational connections (such as teaching, medicine, law, and engineering), work-based learning also has strong linkages with vocational fields because of the practical nature of its environment with the industry. While certain approaches, like simulation and internships, are more central to the university curriculum, others, like apprenticeships and trainee-ships in VET, are more industry-centered. As this paper reviews all the articles, the terms work-integrated learning and work-based learning have been used interchangeably. While there is no uncommon nature between these two terms, what can be agreed upon regarding the distinction between these two terms is stakeholder engagement. Work-integrated learning involves HEIs curriculum focusing on students' skills in the industry, while work-based learning involves much more extensive engagement where HEIs and industry have a strong collaboration towards developing the industrial skills of the students. However, despite the different nature of VET and their approaches to work-based or work-integrated learning, the lessons for better engaging stakeholders remain the same.

RQ 2: How stakeholders engage in different types of WBL model?

Table 4 *WBL model stakeholders' engagement*

Levels of engagement	Work Based Systems	Type of Engagement	Authors	Articles
Macro-level Institutional structures and economic, social and political framework	Dual system, Germany Apprenticeship.	Multiple engagement	1. (Pinnow, 2019), 2. (Pirlog et al., 2017), 3. (Tastanbekova et al., 2021) 4. (GOVET, 2017)	1. The German dual vet system and approaches to enhance employer engagement. 2. The necessity of a dual education system for Romanian automotive industry. case studygement. 3. Development of professional skills in the context of higher school dual education. 4. German Office for International Cooperation in vocational education and training
Meso-level	Non - Dual	Two way	1. (Liyanagunawardena,	1. Flexible approach to

Organizational and regulatory design of TVET	System Apprenticeship, 3P Model	engagement Triadic engagement	& Moore, 2019), 2. (Venkatraman et al, 2018) 3. (Arthur-Mensah, 2020) 4. (Deissinger, 1994) 5. (Major, 2016) 6. (Dalrymple, 2014) 7. (Schmidt, & Gibbs, 2009) 8. (Cvetkovi et al, 2017), 9. (Ainsworth, 2013) 10. (Garnett, 2012)	apprenticeship education. 2. Improving employment outcomes of Career and Technical Education Students. Higher Education. 3. Bridging the industry–education skills gap for human resource development. 4. The evolution of the modern vocational training systems in England and Germany: A comparative view 5. Models of work-based learning, examples and reflections 6. Characterizing work-based learning as a triadic learning 7. The challenges of work-based learning in the changing context of the European higher education area. 8. Triple helix model in Higher Education 9. Sociology of education: An A-to-Z guide 10. Authentic work-integrated learning
Micro-level Specific teaching/learning activities	Integrated learning, On the Job training	One way engagement	1. (Majors, 2016), 2. (Anderson et al., 2013), 3. (Lai, 2021), 4. (Politsinskaya et al., 2019), 5. (Yumatov et al., 2017), 6. (Pratt & Hahn, 2016), 7. (Cooper et al., 2010), 8. (Martin & Rees, 2018), 9. (Cvetkovi et al., 2017), 10. (Bafaneli,& Setibi, 2015), 11. (Prasanth, 2015), 12. (Rathore, 2017), 13. (Gray, 2001),	1. Models of work-based learning, examples and reflections 2. Qualities of learning contracts 3. Organization of student project based activities through individual learning routes 4. Organization of student project based activities through individual learning routes 5. Problem-based learning methods for training staff for tourism and hospitality clusters. 6. Enhancing hospitality student

- learning through the use of a business simulation
7. Work integrated learning: A guide to effective practice
 8. Student insights: The added value of work-integrated learning.
 9. Triple helix model in Higher Education
 10. The impact of on-the-job training on employee performance: The case of Riley's Hotel
 11. Training and development in hotel
 12. Significance of training and hospitality skills for hotel employees
 13. Work-based learning, action learning and the virtual paradigm

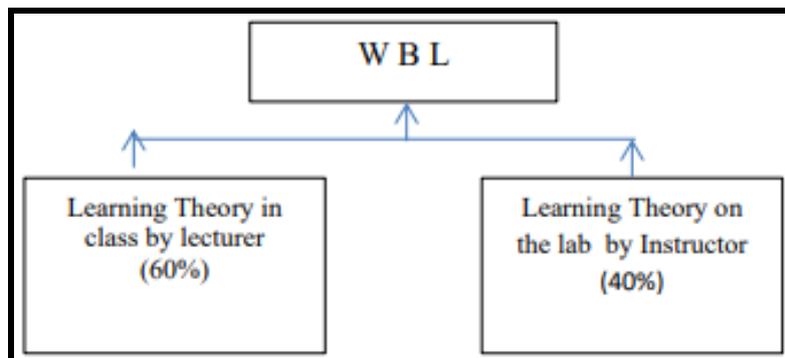


Fig. 1 One-way engagement model (Gray, 2001)

The analysis begins with an examination of particular teaching and learning activities. This WBL approach is based on the Gray collaborative concept (Gray, 2001). engagement involving workplace learning, which serves as the foundation for conducting teaching and learning activities. The learning component of the WBL program should be developed such that the classroom and workplace are coordinated and linked with the curriculum and assessment system. The model represents the micro level of engagement, where training is individual immersion and the objectives move vertically in one direction, with the goal of developing trainee skills and knowledge. An example of training for this type of engagement is project-based learning (Lai, 2021; Politsinskaya et al., 2019), and simulation training (Yumatov et al., 2017; Pratt & Hahn, 2016). Engagement can also be in the form of training the skilled workforce for the benefit of organizations and companies, such as on-the-job training (Cvetkovi et al., 2017; Bafaneli & Setibi, 2015; Prasanth, 2015, and (Rathore, 2017). One of the key aspects of one-way engagement is trainee motivation. The drive to learn is the most crucial aspect to take into account while creating individual learning. The ability to be motivated is essential for learning achievement. For students to find the course material engaging and be motivated to study, they must have the opportunity to be independent and take initiative (Anderson & Sampson, 2013; Politsinskaya et al., 2019; and Martin & Rees 2018).

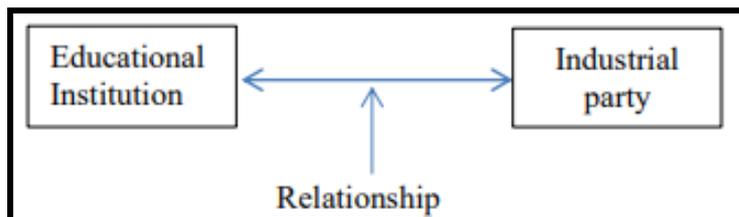


Fig. 2 Two-way engagement model (Ainsworth, 2013)

A two-way engagement model based on the Arizona Work-Based Learning Resource Guide (Ainsworth, 2013) focusing between the industrial world and educational institutions, both parties collaborate to access opportunities as a ‘win-win solution’ situation in which both parties benefit from the WBL. In this type of engagement, HEIs and industry are WBL stakeholders who must collaborate to achieve a shared objective. The engagement is more horizontally reciprocal, where each stakeholder plays an active part. This may be accomplished by having a defined WBL assessment approach, shared knowledge of how it is to be executed, and clarity on the roles performed by each stakeholder [19]. There is a growing need for industry to take an active role in efforts to increase skills; therefore, collaborations between education and business have been hailed as a solution to the skills gap [25], [27].

However, if they want to collaborate effectively with companies and organizations, HEIs must be adaptable and versatile. They must be able to show that they can be adaptable in order to meet the demands of employers and that they have something of genuine value to offer (Arthur-Mensah, 2020; Major, 2016). Thus, assessment and the curriculum framework must undergo innovation and reformation instead of revolutionizing the whole participatory effort between the stakeholders. For example, the innovation that has happened as a result of WBL is that the workplace has become the venue of learning and the curriculum's focus. It offers people not only the chance to grow professionally but also the chance to receive college credit for their studies and add to their university credentials (Major, 2016). Nevertheless, the driving factor is always the same, which is to bring the university into the workplace and, through the learning of individual workers, allow the company or organization to evolve and adapt in response to the needs of the marketplace (Liyaganawardena & Moore, 2019; Venkatraman, 2018; Arthur-Mensah, 2020; and Major, 2016).

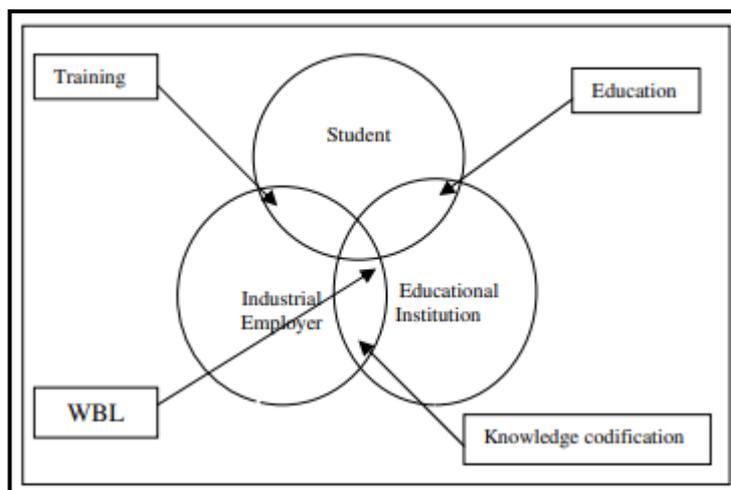


Fig. 3 Triadic Engagement Model (Garnett, 2012)

The Triadic Model, based on Edmund's Model (Shi, 2012), connects the student, employer, and educational institution by tying together training (student-employer connection), education (student-educational institution relationship), and knowledge codification (employer-education institution relationship) for the WBL. In the triadic model, work-based learning is defined as a circumstance in which the student, employer, and learning institution all participate in the learning process. In other words, every one of these parties participates actively in at least some capacity (Dalrymple, 2014; Cvetkovi, 2017). The key factor to be regarded as successful collaboration is the synergy among the three stakeholders. However, even though all stakeholders gain in some degree from collaboration, programs must be structured to optimize students' educational opportunities (Schmidt & Gibbs, 2009). Thus, the fluidity of HEIs and industry is the main issue to be overcome as a result of the emergence of different roles and identities for those concerned in the process (Dalrymple et al., 2014). Again, no matter how many kinds of contextual elements (tradition, rules, adaptability, etc.), this cooperation was more

or less integrated, but in all instances, we discovered indications of WBL as the primary approach in curriculum design, implementation, and assessment (Dalrymple et al., 2014).

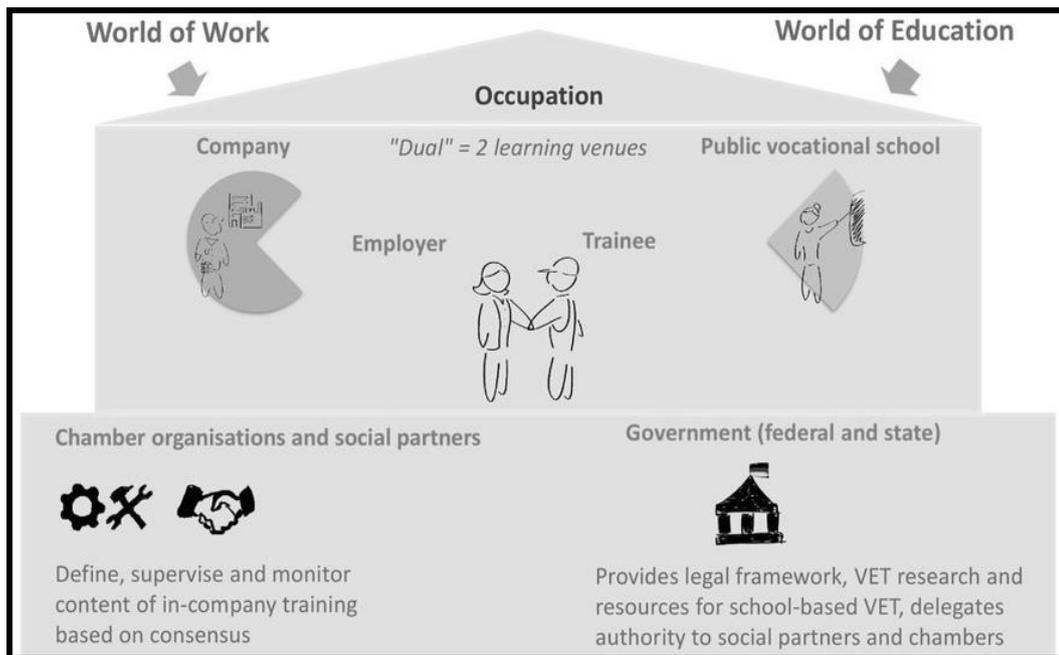


Fig. 4 Multiple stakeholder engagement (GOVET, 2017)

Multiple stakeholder engagement, which is based on Germany Vocational Education and Training (GOVET, 2017) is a prominent framework that is implemented by Germany. The dual education system proved to be one of the most successful models of cooperative learning and practice. How it became successful is because of the features of the framework that promote joint educational responsibility where training institutions, commercial firms, chambers, and the government work together to generate learning-working synergy (Pinnow, 2019; Pirlog, 2017). It also modernizes courses and ensures up-to-date learning that follows economic trends. It practices the integration of real-life experiences to evaluate the usefulness of classroom concepts and vice versa (Pirlog, 2017). The system teaches organized knowledge, active competence, and the best future perspective. This framework represents macro-level engagement, where it merges the institutional structures and economic, social, and political frameworks. The substantive at the micro, meso, and macro levels is the association of varied professional development resources, the relationships between which are cooperative [19]. However, within the cooperative elements, true success is measured by how many stakeholders can join hands and create an environment of continuity, integrity, systematic variability, and resource availability principles (Pinnow, 2019). The system-forming concept is the continuity principle, which permits youth to contemplate lifelong growth. Due to the establishment of the dual system, such indications of a specialist's professional competence will rise (Pinnow, 2019; Tastanbekova et al., 2021).

To conclude the finding from RQ 2, there are several types of engagement, such as one-way engagement, two-way engagement, triadic collaboration, and multiple-stakeholder engagement. The assumption that there may be a causal relationship between stakeholder participation in WBL and what have been variably termed impact metrics, which is the student's knowledge and skill transfer. The formation and preservation of partnerships between all stakeholders, as well as the chance for one to learn from the other, are essential components of a well-organized and efficient WBL. The pragmatic component of stakeholder engagement activities is closely related to the synergy of the collaboration. WBL must be built with input from all stakeholders, and a collective approach ensures that all stakeholders are engaged in the process and understand their role so that they can make the most efficient use of all the resources contributed.

All stakeholders must agree on the curriculum environment, how it will be accomplished, facilitated, evaluated, and assessed for the WBL route to be effective. All of this derives from the development of the curriculum, which must be evaluated at the national level to guarantee uniformity. It is also crucial that HEI staff and students connect and participate effectively. Each stakeholder, which represents a component of the structure, is responsible for ensuring the effectiveness of the WBL experience, and the size of each circle in the structure reflects the group's increasing degree of accountability. The student at the core of the process emphasizes the necessity for all choices to be made with them in mind from beginning to end. The dashed lines connecting each membership group represent the story of the barriers that successful WBL engagement develops and supports.

RQ 3: What are the top issues that the stakeholders have with the engagement?

Table 5 *Issues and challenges*

Issues	Authors	Articles
Students Skills	1. (Pinnow, 2019)	1. The German dual vet system and approaches to enhance employer engagement.
	2. (Deissinger, 2015)	2. The German dual vocational education and training system as 'good practice.
	3. (Tastanbekova, 2021)	3. Development of professional skills in the context of higher school dual education
Adaptation	1. (Busemeyer & Trampusch, 2012)	1. The comparative political economy of collective skill formation
	2. (Shi, 2012)	2. Development of TVET in China: Issues and challenges
	3. (Schmidt, & Gibbs, 2009)	3. The challenges of work-based learning in the changing context of the European higher education area.
	4. (Cvetkovi et al., 2017)	4. Triple helix model in Higher Education
Mutuality Among Stakeholders	1. (Deissinger & Gonon,, 2016)	1. Stakeholders in the German and Swiss Vocational Educational and training system: Their role in innovating apprenticeships against the background of Academisation
	2. (Liyanagunawardena & Moore, 2019)	2. Flexible approach to apprenticeship education.
	3. (Venkatraman,, 2018)	3. Improving employment outcomes of Career and Technical Education Students. Higher Education.
	4. (Deissinger, 1994)	4. The evolution of the modern vocational training systems in England and Germany: A comparative view
Financial Resources	1. (Liyanagunawardena & Moore, 2019),	1. Flexible approach to apprenticeship education.
	2. (Arthur-Mensah, 2020),	2. Bridging the industry-education skills gap for human resource development.
	3. (Franz et al, 2022),	3. Engagement of micro and small enterprises in workplace-based learning in South Africa
	4. (Kis, 2016)	4. Work-based learning for youth at risk

One of the prevalent issues that pose a challenge to the implementation of work-based learning is student skill preparedness. Especially in countries with non-dual-system education, apprenticeships require some sort of work experience and require the students to be resourceful and independent. Pedagogical skills are central to the perceived quality of VET. Apprentices perceived a gap between what they learned at school and what was considered useful for the training company. They asked for more practice at school, while general knowledge was considered of little relevance. The school was criticized for lacking connections with the training company (Pinnow, 2015). This creates problems when trainees are transitioning to a company after finishing their

education since they often lack the practical skills and knowledge that are needed in order to fulfill job requirements (Pinnow, 2015; Deissinger, 2015; and Tastanbekova, 2021).

The Dual System in Germany proved to be the most successful in terms of collaboration aspects between stakeholders. It became a source of reference for many countries. However, the challenging part of implementing the framework comes in the form of adaptation to the context of a non-dual system. The dual system cannot be simply copied and transferred to a different country. This is partly due to differences in each country in terms of cultural, social, and technological backgrounds (Pinnow, 2015; Tastanbekova, 2021; and Deissinger & Gonon, 2016). The vocational education and training policy in these countries differs markedly from that in Germany (Busemeyer & Trampusch, 2012). Both the state and companies exert a high level of influence on Germany's vocational education and training policy. While in China, the Chinese government exerts a high level of influence, companies do not play any significant role (Pan et al., 2021; Zhang, 2021; Remington, 2018; and Shi, 2012). While in the USA, there is less influence from the government and reluctance from the private sector towards VET education (Arthur-Mensah, 2020; Busemeyer & Trampusch, 2012).

Another issue regarding adaptability is the rigidity of traditional education. Implementing such work-based learning (WBL) is problematic since higher education institutions have historically been sluggish to adjust their operations, and notably their curriculum, to these developments. Additionally, there is, in certain instances, a lot of opposition to converting the conventional university curriculum based on classification and "pure contents" into more adaptable and customized curricula based on professional experience. All European standards acknowledge the advantages of work-based learning for students, which are quite evident. Although they may manifest in the short term, the advantages in the long term for businesses and society are not immediately apparent. Additionally, the only way the business and academic worlds can collaborate is to make this work-based learning feasible (Schmidt & Gibbs, 2009; Tudor & Dutra, 2014).

There is a lack of mutual understanding among stakeholders, especially in non-dual-system countries. The most prominent issue is curriculum and assessment development, where a lack of understanding about how to implement the approach, coupled with issues around transferability, caused major problems in the program delivery stage. Training systems are fragile institutional arrangements for the division of labor between firms, associations, and the state (Deissinger, 1994; Venkatraman, 2018). The primary issue is a lack of industry participation in the higher education system, from the macro level of program design to the micro level of student evaluation details. Employers and labor organizations should actively participate in HE programs in order to swiftly adapt to the changing demands of the sector. To give chances for professional and technical skill development via collaborations with the community since they are designed for the community, HE institutions should also be open to change and fast to adapt (Liyaganawardena & Moore, 2019).

According to some studies, financial incentives are crucial for enticing companies to participate in sustained, long-term WBL possibilities (Liyaganawardena & Moore, 2019; Arthur-Mensah, 2020). Financial incentives are not required for job awareness and career exploration activities because employers are ready to take part in short-term possibilities. Since there is a greater time commitment from industry partners and additional time would be taken away from managers to train the students, reducing their efficiency, employers may use financial incentives to provide training opportunities (internships and apprenticeships). Given the dearth of investment in such ability, administrative responsibilities that businesses bear as well as initiatives to increase staff capacity to support deliberate training, development, and learning of young people are significant (Franz et al., 2022; Kis, 2016). This is especially true when a work-based learning effort is just getting off the ground. Therefore, government incentives to take on these projects can make a crucial difference for businesses until rigorous work-based learning becomes established in Neo-liberal business culture.

Based on research question 3, what are the challenges faced by stakeholders in terms of initiating engagement? The thesis of this paper is to seek a harmonious plan of action and a balanced relationship, which are necessary, but this is not usually the case. The needs of students (and the objectives of HEIs) occasionally succumb to the more pressing needs of industry shortfalls and the lack of standardization in WBL administration as there are competing interests in the WBL partnership. Under the present Neo-liberal system, partnerships may easily break down when there is a lack of oversight or little engagement from industry partners to meet the requirements of the students in terms of the skills and competencies to be taught.

Because of its many positive effects on participants' lives and economies, WBL is widely considered an essential part of vocational education and training (VET) programs. However, there are conflicts over employability, evaluation, and student engagement and quality resulting from a lack of cohesiveness and standardization inside and across HEIs as well as in industry. The research notes that although major corporations say they intend to be active, they do not want to hold any responsibility, thus highlighting the disadvantages of industry engagement in WBL evaluation. The data demonstrates unequal partnerships in WBL due to industry and/or higher education institutions' inflated expectations and students' partial participation in WBL, which causes conflict between the partners. The marketized and consumer-focused HEIs functioning in a Neo-liberal context, which puts pressure on the funding of WBL, which is regarded as a high-cost feature of HEIs but the research suggests is suffering from poor investment, are a large portion of these pressures.

Industry must participate in WBL preparation as well, which they noted was not always the case, indicating weak partnerships, and industry must understand that they are hiring a learner rather than just a worker who requires direction and support. In the end, HEIs must make sure that students are well trained for WBL positions, which should be chosen based on candidates' abilities and capabilities. The research found that although it is the student's obligation to prepare as much as they can and to collaborate closely with HEI and industry partners, this is not always the case. Financial resource issues are a major concern, especially for HEI partners, according to research. A tripartite approach ensures that all stakeholders are invested in the process and understand their roles, ensuring the optimal use of all the resource input. WBL should be built with input from all stakeholders involved. The host organization is required to give students proper access to supervisors, learning support, induction and preparation procedures, and a concise explanation of what is expected of them. Authentic learning activities, supportively connected learning targets, management of resource constraints, and accurate assessment of desired outcomes are all the responsibilities of HEIs.

4. Conclusion

This study emphasizes how each stakeholder engages in learning partnerships while also noting the macro-environmental factors at work, such as shifting demographics, regional development priorities, and national economic policies. Each component of the framework has a role to play in producing effective WBL experiences, and the size of each circle in the framework reflects how equally responsible each component is. The need to begin and end all choices with the learner in mind is highlighted by placing them at the center of the process. The dashed lines denote the boundary-crossing story, which effectively fosters and promotes communication between each membership group. These boundary lines may sometimes be impermeable barriers built between partners, as shown by this study, which prevent productive WBL relationships. It will be easier to establish WBL competence and capacity throughout the framework with meaningful participation, communication, and support if a national and local framework is provided. By establishing a formal structure, it will aid in the development of mutual understanding and appreciation among the diverse participants. WBL partnerships function best when they are handled by people who can readily overcome cultural boundaries.

5. Recommendation

Since it develops relationships that have been shown to endure over time and gives students confidence, WBL is well-regarded by all the key stakeholders, including students, HEIs, and industry. Although WBL has the potential to affect people's lives and economies, neither HEIs nor the business community can agree on how this is done. Despite the fact that WBL is typically rewarding, it is said that with improved consistency and coordination, the WBL experience might be optimized and the conflicts that currently exist could be diminished. Instead, throughout the WBL process, many stakeholders operate in silos, especially in a Neo-liberal context. This typically causes the problems that develop among WBL stakeholders. However, inconsistent WBL methodologies also play a crucial role, especially when it comes to assessment and industry involvement.

In order to address the evidence of unequal WBL connections, all parties have a role to play. HEIs must take the lead, with assistance from industry, and students must be aware of their position as learners. In the past, industrial demands were typically prioritized in order to generate graduates who were employable. The learner must now be viewed as the most significant stakeholder, and this needs to be brought up in the current situation. A single model or two of enterprise involvement is not applicable to all HEIs, according to some articles and many other elements of these models and frameworks. However, this study suggests that a sectorally organized framework that incorporates the best practices of various models is acceptable.

As a recommendation for future works, much focus should be given to collective skill formation systems, where collaboration between students, HEIs, industry, and additional entities such as the government, employer associations, and trade unions results in a large pool of workers with skills that fit firms' needs but are also broad enough to allow workers to move between firms in specific sectors (i.e., they are also transferable). Additionally, these methods appeared to be able to successfully integrate students who are comparatively less academically talented into the training system and, ultimately, the labor market, combining equality and efficiency goals.

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Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

Author Contribution

The authors confirm sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

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