

EuroDuaLE

INTELLECTUAL OUTPUT 4

EuroDuaLE Dual Learning Practical Handbook

*A Guide to Implementing Transnational
Dual Learning in Higher Education*

EuroDuaLE

INTELLECTUAL OUTPUT 4

EuroDuaLE Dual Learning Practical Handbook

*A Guide to Implementing Transnational
Dual Learning in Higher Education*

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Index

Glossary	1
1. Introduction	2
2. Definitions.....	2
Introduction	7
How to use this Handbook	9
Section I: Stocktaking and Diagnostic.....	10
Section II: Design and Preparation	11
Section III: Implementation and Monitoring.....	11
Section IV: Evaluation and Review	11
Section V: Toolkit.....	11
Section I: Stocktaking and Diagnostic.....	12
1. Introduction	13
2. Is the EuroDuaLE model best suited to some degree courses and professional profiles over others?	14
3. Why is there a need for dual learning and who is the stakeholder that starts the process?	14
3.1. <i>Higher Education Institutions</i>	15
3.2. <i>Employers</i>	15
3.3. <i>Public or collective actor</i>	16
3.4. <i>Student unions, graduates & new employees</i>	16
4. What are the main steps to be followed once you decide to start a EuroDuaLE Dual Learning Programme?.....	16
4.1. <i>Legal and regulatory frameworks</i>	17
4.2. <i>Higher Education systems</i>	17
4.3. <i>Existing dual learning programmes</i>	17

5. Existing Dual Learning Programmes: Recognising strengths and weaknesses.....	18
5.1. Research	19
5.2. Adapting existing programmes	20
5.3. Creating new programmes.....	20
6. Identifying partner organisations.....	21
6.1. Higher Education systems	21
7. Occupational and professional competencies and profiles.....	22
8. Costs	23
9. Training your staff: HEI tutors and company trainers/mentors.....	23
10. Problem solving/conflict resolution.....	23
11. Summary	24
Section II: Design and Preparation	25
1. Introduction	26
2. Revising existing degree programmes	26
3. Creating new degree programmes	27
4. Learning Outcomes and Competences	28
5. Core courses and options	28
6. Contents and methods	28
7. Block onsite work placements Vs. regular day release visits	29
8. Coordination and communication.....	30
8.1. Nominate Programme Coordinator and secondary contacts..	30
8.2. Collaboration Agreements.....	31
9. Student travel and accommodation.....	31
9.1. Culture and language	31
9.2. National and regional laws.....	32
10. Summary	32
Section III: Implementation and Monitoring	33
1. Introduction	34
2. Stage I: Implementation.....	34
2.1. Coordination	35
2.2. Co-responsibility.....	36

3. Collaboration Agreement	36
4. Creating avenues for ongoing dialogue	37
5. Stage II: Monitoring.....	37
5.1. Conflict resolution	38
6. Linking with partner organisations and stimulating student interest	39
6.1. Linguistic and cultural competencies.....	39
7. Summary	40
Section IV: Evaluation and Review	41
1. Introduction	42
2. Using informal and formal evaluations.....	43
2.1. Informal evaluations.....	43
3. Initial questionnaire	43
4. Intermediate review.....	44
5. Final review and evaluation meeting	45
5.1. For companies.....	45
5.2. For HEIs.....	46
5.3. For students.....	46
6. Distribution of the results of the end of programme review and evaluation.....	47
7. Summary	47
Section V: Toolkit	48
1. EuroDuaLE Charter for Dual Learning in Higher Education	49
2. Overview of the Mobility Phases	51
3. EuroDuaLE Student Weekly Logbook.....	55
4. EuroDuaLE Collaboration Agreement.....	59
5. EuroDuaLE Learning Agreement for Student Work Placements.....	61
6. Steps to fill in the Learning Agreement for Student Work Placements	72
7. Checklist for the evaluation and review of partner experiences	73
8. Evaluation and review of student experiences.....	76
9. Piloting assessment questions for students.....	80

Glossary

1. Introduction

This EuroDualLE *Glossary* refers to the basic terms recurring in the documents used within the project. The glossary is provided as many of the meanings of the terms used relate to dual learning and may need explaining in the context of higher education. The glossary is drawn from several sources and in particular the *Terminology of European education and training policy* (Cedefop 2014).

Other references include:

- the “Recommendation of the European Parliament and of the Council of 23 April 2008 on the Establishment of the European Qualifications Framework for lifelong learning”;
- the “Recommendation of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning” (published in the *Official Journal of the European Union* on 30 December 2006/L394) with its annex “Key Competences for Lifelong Learning – A European Framework”;
- the “[European guidelines for validating non-formal and informal learning](#)” developed by Cedefop in 2009, following the “Common European Principles for Validation of Non-Formal and Informal Learning” agreed in 2004 by the EU member states;
- the International Standard Classification of Education - ISCED 2011, UNESCO (2012);
- “Recognising Non-Formal and Informal Learning Outcomes, Policies and Practices”, Patrick Werquin, OECD 2010;
- Supporting growth and jobs – an agenda for the modernisation of Europe’s higher education systems, COM (2011).

2. Definitions

Apprenticeships: Apprenticeships provide systematic, long-term training by combining practical work-related training at the workplace with theoretical education in an educational institution or training centre. Based on a pre-defined training plan, their pedagogical content seeks to help learners acquire, over time, the full set of knowledge, skills and competencies required for a specific occupation. All aspects of apprenticeships, from occupational profile duration, skills and competencies to be acquired, to the terms and conditions of the apprenticeship, are often explicitly defined in the apprenticeship contract. This legally-binding document is typically an employment contract and relates mainly to the apprentice and the employer relationship. Apprentices usually obtain the status of an employee or a contracted/employed apprentice. As such, they receive remuneration, the precise amount of which is either collectively negotiated or set by law.

Apprentices who successfully complete the scheme are awarded qualifications or certificates¹.

Collaboration: In the EuroDuaLE model, collaboration refers to the ongoing work between the partners. In the first instance, this partnership is likely to be between the Higher Education Institution and the employer, although can potentially incorporate further stakeholders, such as chambers of commerce, trade unions and others. These additional stakeholders may also play a more peripheral but still important role and so could be invited to contribute at a later date.

Competence: The proven (and eventually certified) capacity to use knowledge, skills and attitudes to perform a function against a given standard in a specific context, for example, work or study situations, professional and/or personal development. Competence is a combination of skills, knowledge and attitudes which contribute to enhance student/employee performance and ultimately result in organisational success. It is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge), but can encompass functional aspects, including technical skills, as well as interpersonal attributes such as social or organisational skills and ethical values.

Dual Learning: Is a quasi-synonym of *alternance training*, which is defined as education or training combining periods in an educational institution or training centre and in the workplace. Dual learning can take place on a weekly, monthly or yearly basis. Depending on the country, applicable status and the agreement between the HEI and the company, participants may be contractually linked to the employer and/or receive a remuneration. In the case of the EuroDuaLE model, dual learning refers to higher level learning which takes place in both an HEI *and* a company through a collaborative programme aimed at providing students with competence-rich education and which also helps to improve employability and benefit the economic system.

Formal learning: Learning that occurs in an organised and structured environment, such as in an education or training institution or on the job learning, and is explicitly planned and designated as learning, in terms of objectives, time and/or resources. From the learner's point of view, formal learning is intentional in that the learner's explicit objective is to gain knowledge, skills and/or competencies. Formal learning usually leads to certification.

¹ See, European Commission, *Apprenticeship and Traineeship Schemes in EU27: Key Success Factors*, European Union, 2013, p. 4.

Higher Education: Is a synonym for tertiary education and constitutes the final stage of formal learning accessed after completion of secondary education. Tertiary education provides learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. It includes what is commonly understood as academic education but also includes advanced vocational or professional education. According to the International Standard Classification of Education (ISCED), higher education comprises short-cycle tertiary education, bachelor, master, doctoral or equivalent level.

Higher Education Institutions (HEIs): Is a collective term encompassing tertiary education institutions including universities, universities of applied science, institutes of technology, 'grandes écoles', business schools, engineering schools, 'Instituts Universitaires de Technologie' (University Institutes of Technology), colleges of higher education, professional schools, polytechnics, academies, doctoral schools, etc. This broad range of providers takes account of linguistic diversity and national traditions and practices.

Informal learning (sometimes called 'experiential learning'): Learning resulting from daily activities related to work, family or leisure, but which is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes can underpin formal and non-formal learning, and, while they do not generally lead to certification in their own right, they may be assessed as part of more general formal and non-formal examinations. Informal learning is ongoing and can occur throughout a person's lifespan.

Knowledge: The outcome of the assimilation of information through learning. Knowledge consists of facts, principles, theories and practical applications concerning a specific field of work or study and may be theoretical and/or practical in nature, encompassing tacit and explicit knowledge.

- Tacit knowledge is knowledge learners possess which influences cognitive processing, however, they may not necessarily express it or be aware of it.
- Explicit knowledge is knowledge a learner is conscious of, including tacit knowledge that converts into an explicit form.

Learning outcomes: The results of a learning process, which can be described in terms of the knowledge, skills, and/or competencies, which are:

- Expected at the outset
- Developed through the process

- Demonstrated by the conclusion

Non-formal learning: Learning which is embedded in planned activities but which are not explicitly designated as learning in terms of learning objectives, learning time or learning support. Non-formal learning is intentional from the learner's point of view and the outcomes of which may be validated and lead to certification.

Skill: The ability to apply knowledge and use know-how to complete tasks and solve problems. Different skills can be brought together and underpinned by knowledge to aid problem-solving and increase skill levels.

Traineeships: Sometimes called 'internships', when associated with educational programmes, traineeships refer to work practices including an educational/training component. They may be requested in educational curricula and are predominantly short-to-middle-term in duration. Traineeships can be paid or unpaid and do not constitute an employment relationship.

Transversal skills: Sometimes referred to as 'soft skills', the term refers to a broad range of proficiencies, such as: team working; problem diagnosis and problem solving; professional communication; inter-generational communication and collaboration; taking responsibilities for working processes and also for other people; working under time pressure; quality improvement; initiative taking; and understanding and respecting diversity of roles and functions in an organisation, amongst others.

Transversal skills underpin both general and subject/occupational specific knowledge, enabling job mobility and, according to the European Commission's *European Skills, Competences, Qualifications and Occupations* (ESCO) definition, form "the cornerstone for the personal development of a person [and provide] the building blocks for the development of the "hard" skills and competencies required to succeed on the labour market"².

Virtual mobility (and virtual learning, virtual working): The terms 'virtual mobility', 'virtual learning' and 'virtual working' can be understood as "a set of ICT (Information and Communication Technology) supported activities that realize or facilitate international, collaborative experiences in a context of teaching and/or learning"³. Students may spend some of their time

² https://ec.europa.eu/esco/portal/escopedia/Cross-sector_skills_and_competencies.

³ Mariet Vriens and Wim Van Petegem (eds.) (2012), *Integrating virtual mobility in international work placements*. Johannes De Gruyter, Mart Achten, Ilse Op de Beeck,

working with the company while based in their home institution. Alternatively, they may be *physically* located in the company (and different nation), but continuing their studies using virtual mobility. ICT therefore allows for certain forms of transnational working and learning, whether the student is physically mobile or not.

Work-based experiences: Paid or unpaid opportunities to practice skills in the workplace, carrying out activities and tasks in a vocational and working context. There are different kinds of work-based experiences: apprenticeships, traineeships/internships, etc. In the EuroDualE model, work-based experiences will be gained through the occupational placement when the student works in the company, but can also include virtual working (see previous definition).

Work-based learning: This style of learning consists in the acquisition of knowledge and skills through carrying out and reflecting on tasks in a vocational context, either within the workplace or through virtual mobility. A fundamental aspect of vocational training, work-based learning helps learners acquire knowledge, skills and competencies which are essential in working life⁴.

Work Placements: The term 'work placement' is used to encapsulate the different forms of work-based learning which can be applied in different countries and contexts. Work placements are therefore used to denote the time the student spends with the company/organisation, whether they are working in the physical environment of the company or via virtual working methods. In the EuroDualE Dual Learning model, both 'apprenticeships' and 'traineeships' come under the umbrella term of 'work placements'.

and Wim Van Petegem, *Virtual Mobility: Definition and Types*, in *Home & Away Forum. Conference Proceedings*, eds. Mart Achten, Ilse Op de Beeck and Wim Van Petegem (Heverlee, Belgium: EuroPACE ivzw, 2010), 19.

⁴ European Quality Assurance in Vocational Education and Training.

Introduction

This 'Practical Handbook' has been produced as part of the Erasmus+ project named *EuroDuaLE – The European Cooperative Framework for Dual Learning*. Erasmus programmes were first introduced in 1987 with the aim of developing knowledge and skills through experience of living, studying and working abroad. EuroDuaLE takes this concept further by focusing on increasing the knowledge and skills for higher education students and provides HEIs and employers with the processes for designing and implementing a dual learning programme for higher education. As such, the project focuses on the tertiary education level (see Glossary, 'Higher Education').

The broader goal of EuroDuaLE is to develop an integrated transnational Dual Learning design framework, in which HEIs, employers and relevant labour market stakeholders, establish a synergy and provide students with new or expanded curricula, combining formal and on-the-job training, physical and virtual mobility. Students are thereby provided with both a dual learning education and an international experience. The EuroDuaLE model considers transnational dual learning as an area worth exploring and suggests that dual learning projects should include, as far as possible, a transnational dimension. This is not only important because the labour market of different European countries offers different employment possibilities, but also because adding an international work experience to a HEI study programme entails additional benefits for the stakeholders involved.

The framework is conceived to allow the design of quality international dual learning programmes – from relatively short experiences to full study programmes – while keeping in mind the aims of dual learning and the expectations of its main stakeholders, namely the learner, the employer and the HEIs.

How to use this Handbook

This Handbook has been produced to guide you through the many aspects of designing a degree programme based on the EuroDuaLE Dual Learning model. In a way, the Handbook has a hard brief, in that it is designed for use by Higher Education Institutions (HEIs), employers, students and collective bodies across all 28 EU member states. In short, the Handbook must be able to reach out to a vast range of people and organisations operating in multiple countries; essentially, anyone who has an interest in a high-skilled workforce and its training. As such, there will be matters of detail which you will not find in these pages. EuroDuaLE does not propose a “one-size-fits-all” approach, but a way for you to undertake the complex operation of designing quality dual learning programmes, fully aware of the contextual conditions. We have therefore provided the organisational structures which can be applied and fleshed out within each of the EU nations and partners.

The important points to take from this Handbook are to encourage you to work in collaboration with partner organisations and to do so with a view to minimising the mismatch between higher education and skilled employment by providing students with the mechanisms to improve their skills and gain valuable work and life experiences prior to finding employment.

The EuroDuaLE Dual Learning project is the combined work of multiple contributors, consisting of academics and research bodies, assisted by well-placed businesses and experienced professionals from across the EU. The EuroDuaLE project has been in progress since 2015. 2017 and 2018 will see its fruition into a working programme.

The Handbook is organised into the following four sections with a further section which provides suggested documents for use in the programme:

Section I: Stock-taking and diagnostic

Section II: Design and Preparation

Section III: Implementation and Monitoring

Section IV: Evaluation and Review

Section V: Toolkit

Section I: Stocktaking and Diagnostic

This opening section is perhaps the most important stage of developing the EuroDuaLE programme. The focus is very much on identifying the points you will need to cover when considering creating and developing a degree programme based on the EuroDuaLE Dual Learning model where all the following stages flow from the work you undertake at this step. So, in this section, you will be encouraged to start thinking about what the current situation is, both in your country and in your sector or occupation. It may be that, if you work for an HEI, you already have some idea of the situation regarding the job market in your geographical location and/or subject

area/potential occupational sectors. If you are a company, then you may already be aware of the issues requiring the closer link between higher education and work. If, however, you know there is a mismatch between graduates and workforce needs, but are unsure of how to address this gap, then this section will help you think through the groundwork.

Section II: Design and Preparation

In this section, you will already have undertaken the background work and made links with partner organisations and you will be aware of the situation as it affects higher education, students and companies. The design and preparation stage very much moves forward from the groundwork you will have already undertaken and begins the important process of putting in place the features you and your partner organisation(s) agreed in the initial phase. This is the stage at which you will need to check health and safety procedures and adequate company insurance are in place.

Section III: Implementation and Monitoring

The dual processes of implementing and monitoring the programme marks the point at which you set into action your plans for coordinating the programme and establishing the lines of responsibility which will ensure the success of the programme. With that in mind, this section provides suggestions about how you go about implementing and monitoring the programme.

Section IV: Evaluation and Review

The purpose of this final section is to provide relevant actors with an opportunity to evaluate and review the EuroDuaLE Dual Learning Programme, with a view to understanding the strengths and weaknesses of the particular programme and offer ideas for future improvements. Evaluation and review procedures focus on the programme and the processes involved in setting up and carrying out EuroDuaLE Dual Learning Programmes.

Section V: Toolkit

The Toolkit provides additional tools for assisting in the smooth implementation and running of EuroDuaLE Dual Learning Programmes.

Section I:

Stocktaking and Diagnostic

1. Introduction

The purpose of this *Stocktaking and Diagnostic* section is to encourage the parties involved, whether you are a Higher Education Institute (HEI) or an employer (as two of the most central actors, along with the students), or an umbrella organisation, such as an employer organisation or a trade union, to examine your work and skills-related needs in the context of degree programmes currently on offer. From this point of consideration, you can then decide whether to revise and improve an existing degree programme (if the changes are relatively minimal) or whether to create a new degree programme.

Crucial to the long-term success of the project is that, from the outset, all parties acknowledge the fundamental importance given to *collaboration* between the parties, regardless of the geographical distance between the HEI and the employer. Such collaboration begins here, with the 'stocktaking and diagnostic' process; in other words, in developing a full understanding of what the current situation is from different perspectives, you will need to consider the views of other people and organisations operating in your field. So, if you are an HEI, then listening to industry can help you to understand what they think is important and/or missing in graduate abilities. If you are an employer, then talking with HEIs can give you a sense of the importance of theoretical knowledge.

It is only through such collaborative efforts that you will be able to conclude whether a degree programme's contents and learning outcomes are providing graduates with the combined knowledge and skills which employers require from their incoming graduate workforce. This stage of scrutiny will help you both – HEI and company – to identify the strengths and the weaknesses of the programme, so you each know where to focus the attention and how to make any changes that might be needed. As any experienced HEI teacher will be aware, changing existing or creating new degree programmes can be time consuming, as institutional approvals will have to be sought to ensure the quality of the programme. Additionally, you will also need to ensure the host company has the necessary measures in place to comply with legal requirements, such as appropriate levels of health and safety and company insurance. With any transnational arrangements required, these requirements can take even longer than usual. Such processes are important nonetheless and must be factored into the launch of the programme, but once established are relatively straightforward to manage.

What follows in this section are recommended actions that will assist you, whether you are an HEI (department, school or tutor), a company or a stakeholder organisation, such as university groups, employer bodies, trade unions and chambers of commerce. The actions set out below do not provide an exhaustive list, but they do provide a good supporting basis for you to begin the process of scrutinising the current state of play. The more thorough the planning at this stage, the easier the following *Design and*

Implementation stage will be. To get you started, we have asked three important questions:

- Is the EuroDuaLE model best suited to some degree courses and professional profiles over others?
- Why is there a need for 'dual learning' and who is the stakeholder that starts the process?
- What are the main steps to be followed once you decide to start a EuroDuaLE Dual Learning Programme?

2. Is the EuroDuaLE model best suited to some degree courses and professional profiles over others?

It might seem that disciplines, subjects and degree programmes which already have a vocational element (for example, structural, civil or electrical engineering; computer programming; languages; law; economics, among others) might seem the most obvious candidates for a EuroDuaLE Dual Learning Programme. However, the most important feature to emphasise is the desire to help graduates improve their knowledge and skills, included the transversal ones, and thereby improve their employment potential when they leave university, irrespective of the discipline or subject. So, do not limit yourself to the most obvious disciplines and instead focus on areas where:

- there is a recognised need in an HEI school/department for providing the sorts of skills (intellectual, practical and transversal) which further the theoretical knowledge-base provided through higher education
- there is an employer-base willing to work in tandem with HEIs to find a long-term solution to the issue
- there is a student cohort who will benefit from studying on a dual learning programme
- the wider social benefits of providing a more rounded higher education learning experience for students and draws on the combined knowledge and experience of various stakeholders

3. Why is there a need for dual learning and who is the stakeholder that starts the process?

In the Glossary provided at the beginning of this Handbook, we set out the definition of 'dual learning' that forms the basis of the EuroDuaLE model. In short, 'dual learning' is taken to mean the combined approaches to higher

education in which theoretical knowledge and technical and transversal skills form a cohesive approach to the students' learning experiences. The transnational focus of a EuroDuaLE Dual Learning Programme can result in students developing additional experiences and skills which can improve their post-graduate employment chances and assist graduates in managing the transition into the work environment/ as they enter the labour market.

The starting point for the design and the implementation of the EuroDuaLE model is, of course, the recognition of a specific need by one or more of the main stakeholders. Once the germ of the idea is created, then part of the dialogue should include which stakeholders to invite to participate. Here, we consider how different stakeholders may be involved, from HEIs and companies, to public and collective bodies and students.

3.1. Higher Education Institutions

If you work within an HEI department or school, you might already recognise the need for the development of a dual learning programme to improve the quality of education or to improve your students' employment prospects. In this case, you would start the process of stocktaking and diagnostic by analysing the study curricula already in place in your HEI and identifying which components you and your (potential) partner institution(s) might want to include in order to develop dual learning fully. Alternatively, you may decide you want to create a new curriculum. Your internal Quality Assurance system, careers team and, if the HEI has one, your international office, will likely have results from relevant student and alumni surveys and feedback which can provide key data to help you.

Your decision should consider that, according to the rationale of the EuroDuaLE model, a high quality dual learning experience in higher education is more effectively realised if it is a completely new experience, in which all actors involved plan together all the activities to be involved in the curriculum: collaboration is *vital* to the success of the programme.

3.2. Employers

If you are a company/employer, it might be that you already recognise the need for improved technical or transversal knowledge and skills that would be best developed through a degree programme. From such recognition, you can then begin the task of identifying the kind of relationship and support you require from the HEI. At the same time, you will also need to consider how you might choose staff members that are willing to be trained as mentors and what training the potential mentors will need.

Such insights are important if you are to work to improve the future pool of your graduate intake, which is possible working constructively with the HEI/department/school. Remember, the focus should be on improving more

suitable and broader *transversal* and professional skills with the aim of cultivating a more rounded workforce.

3.3. Public or collective actor

It may be the case that you are a member of an occupational or sector-based association and have seen the problems of graduate recruitment on a wider sectoral basis. Either way, knowing what is *good* and what is *weak* with the knowledge and skills of the existing graduate population provides you with a good starting point from which to progress.

The need for dual learning can also arise from a public or collective body, such as policymakers, employer associations, trade unions. Here the goals can be various; so, for example, you might wish to assist graduates in accessing the labour market, improve the quality of higher education, or increase participation of youth in public life. What these points have in common is that they are *collective* goals. Starting from these goals, you, as public actors, might then wish to identify more specific needs that could be improved through the EuroDuaLE model and wish to be involved in the project design and implementation phases.

3.4. Student unions, graduates & new employees

In keeping with involving all actors, remember that students, graduates and new employees are at the heart of the EuroDuaLE Dual Learning model and should be considered a source of invaluable information. Student unions can therefore put forward the student opinions and assist in understanding what *students* feel they need. Taking their opinions seriously is part of the model's potential success. The same can be said of graduates and new employees; as mentioned above, alumni offices within HEIs can assist as they try and maintain contact with many former students. New employees working in companies and public bodies can also provide important insights into how prepared they felt in starting their new work and therefore what skills they thought they had or lacked which a dual learning programme could address.

4. What are the main steps to be followed once you decide to start a EuroDuaLE Dual Learning Programme?

Whatever the reason and whoever the actors starting the process, it is necessary to understand both the context and the preliminary conditions that will be useful to begin the process of designing the dual learning experience. The EuroDuaLE model is a pan-EU project and gives particular importance to

transnational programmes; it is therefore important to understand the following national contextual factors:

4.1. Legal and regulatory frameworks

- How does the host nation's current legal framework understand and define 'dual learning'? Although, within the EU, dual learning is commonly understood and used in different formats (e.g. apprenticeship is a well-known model of 'dual learning'), in principle it is possible that a country may not recognise credits gained from work-based experiences.
- How is dual learning regulated by legislation? At what institutional level? What statutes apply (e.g., education legislation and labour law)?
- Does the company have sufficient health and safety mechanisms and insurance cover in place? How easy is it for you to be able to check the suitability of working conditions when the company is located in another country?
- What restrictions are there on dual learning? For example, in terms of: time, examinations and certification, work-based experiences.
- What forms of work-based experiences featuring dual learning, such as apprenticeships and internships, already exist?
- What collective bargaining arrangements are in place, if any?

4.2. Higher Education systems

Countries within the EU will have signed up to the Bologna Process, meaning there will be many crossover systems and processes operating within and between HEIs. However, there will be national differences, too, in:

- Language
- Culture
- Approaches to learning
- Legislation

4.3. Existing dual learning programmes

- Can you identify examples of 'best practice' which you can include in the new or revised programme, either in your own country or the partner country (the nation in which your partner institution operates)?
- In your study field or industrial sector, are there existing dual learning programmes or curricula that you can use as starting points to add

dual learning factors? If not, then it may be necessary to design a new dual learning programme.

Other preliminary conditions that need to be identified before starting the design phase are:

- Potential partnerships – consideration of which actors to involve within the partnership
- The general goals you would like to achieve and include in the programme
- Costs evaluation – who bears these costs?
- The selection and training of staff members to work as tutors and mentors within both HEIs and companies
- The naming of a Project Coordinator who will take overall responsibility for the project and the coordination of the various actors (see 'Section III – Implementation and Monitoring' and also the Toolkit)
- Factoring in the time it will take to get revised or new programmes approved

5. Existing Dual Learning Programmes: Recognising strengths and weaknesses

If you work within an HEI, then you may already be working in collaboration with companies; if so, you will have some understanding of what *companies* see as important attributes they would like in their graduate employee intake and also understand what works about the existing degree programme and what does not.

In consultation with your company partner, you will need to identify those transversal skills which will enable your graduates to be work-ready on graduation. In doing so, you will need to consider whether further development of transversal skills can be incorporated into the existing curriculum. So, for example, ask yourself if the current Learning Outcomes (LOs) are 'fit for purpose' for the sectors/occupations that students are likely to enter.

Furthermore, it is important to bear in mind that the division of responsibilities should not create two completely separate spheres of knowledge and skills provision. For example, it is not *solely* the company's responsibility to provide the environment in which skills are developed; neither is it the HEI's *sole* responsibility to engender the knowledge base. Instead, you should look to consider how you each *share the responsibilities* while allocating chief responsibility to one or the other in order to make smoother transitions between the degree programme and the workplace. The

following figure (Figure 1) shows the sharing and split of predominant and supporting responsibilities between the HEI and the company in respect of knowledge and skills production. The darker areas show the main duty of care, whilst the faded areas imply a supporting, but still important, role.

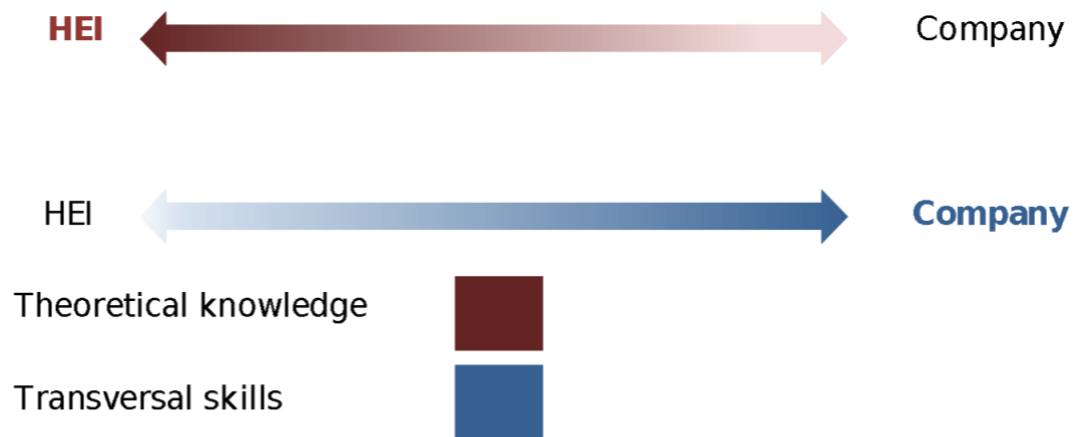


Figure 1: Distribution of knowledge and skills production

You can see that the company is still engaging in theoretical knowledge production, but it is likely to be less theoretical and more applied. Likewise, transversal skills will be developed to a greater degree within the company, but the company will not have sole responsibility in this respect. Moreover, it must be acknowledged that students come with their own levels of biographies, life skills, experiences and awareness that will inform their learning dispositions, both in the HEI setting and within the company.

5.1. Research

Taking time to undertake some preliminary background work can be invaluable. We suggest you might want to check for any research papers or reports published, either generally or in your field of expertise, that can help you identify areas of degree programmes which need revision. It is worth investigating what has been said on the topic of student work readiness. It may be that there exists a body of research, which you, your careers service (if you are an HEI) or your sector/occupational trade body (if you are an employer) will already know about or will have conducted research on this area. Making good use of existing resources will help you to save time and assist in identifying specific areas for revision.

Transnational programmes will necessitate additional research processes, in order to ensure that the company has a suitable level of health and safety, insurance and awareness of the needs of a high-skilled workforce. Such programmes will also require checks and/or ways to ensure the student has

sufficient language skills for the destination country and also proper cultural awareness.

With such knowledge, you will then be in a good position to consider whether you wish to adapt the existing programmes or to design a new dual learning degree programme.

5.2. Adapting existing programmes

In order to get started on developing a compatible EuroDuaLE Dual Learning Programme, you will need to assess the strengths and weaknesses of the existing degree programmes.

Again, the importance of communication and collaboration here is vital that both parties work in tandem. If both or all parties can agree on areas of possible weakness that can be improved within the existing degree programme while at the same time you each recognise the strengths within the existing programme, then it will be possible to work to develop specific areas, resulting in relatively minimal levels of change. Issues you might want to consider are:

- Adapting/modifying existing Learning Outcomes
- Developing a training contract
- How best to integrate the placement into the established programme
- When adapting existing programmes, then you may need a 'bolt on' qualification to reflect the EuroDuaLE Dual Learning Programme as a symbol to potential employers that the student has undertaken the work placement.

5.3. Creating new programmes

It may be the case that, on consulting with your partner institutions, you feel the best way forward is to develop a new, purpose-built degree programme which satisfies both or all parties. If this is the case, then you might want to consider:

- The timeline by which the new programme begins operating, taking into consideration the requirement for relevant programme approvals
- The theoretical and vocational knowledge and skills required of the HEI, the occupation/sector *and* the students
- The Learning Outcomes to be agreed: they are relevant and reflect the required knowledge and skills for the occupation/sector
- How the final degree award will differ from the traditional degree to reflect the EuroDuaLE Dual Learning model

6. Identifying partner organisations

Firstly, you will need to ascertain whether you are going to work with an employer/HEI operating within your home nation or one located abroad. The decision regarding which employer/HEI to choose may be made for reasons such as the convenience of location (i.e., the employer/HEI is located close to where you operate), combined with ongoing good relationships or contacts between you and the other partner(s). Or you may be an employer and you trust the specific HEI to produce the calibre of students that meet your needs. Alternatively, it may be that you know that a specific HEI elsewhere in your country or within the EU, has a department specialised in your field of expertise. Taking time to consider these options is important in the development of the EuroDuaLE Dual Learning model. Attendance at international employer events can be essential in making and developing contacts and potential partners.

It is therefore worth asking the following questions:

- What existing links operate between HEI departments/schools and industry that can be used to create the basis for a collaborative Dual Learning framework?
- Does the HEI or company have a department which attends international trade fairs?
- Do HEIs already have some feedback from industry on how they might improve their course?
- What additional benefits can be gained from adopting a transnational approach?
- Have HEIs already adapted their degree programmes based on industry feedback? If so, to what extent and are these changes sufficient for the purposes of a EuroDuaLE Dual Learning Programme?
- Are the Learning Outcomes fit for purpose?

HEI career services are vital sources of information and will have knowledge of potential employers and the skills employers seek. So, whether you work in an HEI school or for a company, being in contact with an HEI careers service will provide you with a valuable asset.

6.1. Higher Education systems

Each nation will have its own system and culture of higher education in place. While there will be many arrangements in place for student exchanges, for example, the Erasmus+ programme, you should know and understand the HE system operating within the country of your partnered institution. Therefore, if you work within an HEI with an international office, they may be able to assist in this regard. If you are an employer, then you may also be able to

speak with a relevant HEI to garner more information. Therefore, you should consider:

- Contacting international offices can be highly beneficial in creating links between business and HEIs in different countries. Get to know how they are structured, who has responsibility for employment and study exchanges. They may be able to direct you to other key staff members within their institution who can offer further assistance
- The qualification and examination systems which operate in the relevant nations and how they are recognised internationally
- How the curriculum is arranged

Once you have found a partner that you feel able to work with, you will need to begin discussions as to what each partner feels are the dominant issues. Remember, the HEI has the experience of providing degree-level learning, whilst the employer is at the cutting edge of business. There are therefore skills and knowledge inherent in each party and the purpose is to be able to make the best use of these strengths to develop a good working relationship capable of producing a EuroDualLE Dual Learning Programme which satisfies the needs of the HEI, the employer *and* the student, in addition to other stakeholders. High levels of collaboration and continued communications are key elements in establishing a long-term relationship capable of sustaining the EuroDualLE Dual Learning Programme.

The steps put in place in a EuroDualLE Dual Learning Programme, outlined in this Handbook, mean that a 'positive feedback loop' should emerge, providing a review of the process at various stages and for the different actors involved, which can then be used to adapt and amend the programme as necessary, through shared objectives of the HEI and company, as well as the student's own experience. Such a feedback loop will also mean that HEIs become in general more responsive to the needs of companies, for example by revising existing courses, in order to improve the education and vocational knowledge of graduates, fitting in with companies' vocational requirements, and thus facilitating their employability in the school-to-work transition. This point will be developed further in the final section of this Handbook: 'Evaluation and Review'.

7. Occupational and professional competencies and profiles

Occupational and professional competencies and profiles will tell you what knowledge, skills and activities are expected within a given occupation and can therefore be a valuable resource in making appropriate links between the content of the tuition offered in the HEI and the skills required of the occupation. They will not provide a comprehensive list of skills and activities, but will provide the parties with a guide to use alongside other forms of

information, such as existing research reports and articles and business experience.

8. Costs

Identifying areas where potential costs will be faced by the parties is important:

- Considering the existing regulations, the student should be paid for their work, given that they will be undertaking meaningful work and will have travel and accommodation costs to pay
- Trainer/mentor training (including travel, accommodation and tuition)

9. Training your staff: HEI tutors and company trainers/trainers/mentors

It is not only the student who will benefit from the creation of a EuroDuaLE Dual Learning Programme. Tutors, too, will benefit from having a better understanding of what industry needs from graduates, how best to deliver those needs and be better able to advise future student intakes. Likewise, companies will need to provide training to staff members who have been selected to take on the trainer/mentor role. Training for the company trainer/mentor will be an essential part of the programme in order for all the parties – the company, the HEI *and* the student – to gain maximum benefit. As part of the initial support for the EuroDuaLE Dual Learning Programmes, there will be online training programmes for mentors/trainers and relevant HEI staff. While this training is initially provided to cover the piloting phase, it is hoped that if the programme is extended, the support will be ongoing.

The employer should therefore designate a responsible trainer/mentor who is professionally and personally qualified to train and support the student while on the placement. The training programme should incorporate the constructive use of professional visualisation techniques and suitable training methods to develop effective support and development of employees throughout the learning process.

10. Problem solving/conflict resolution

It is almost inevitable that issues will occasionally arise which require assistance from a third party, such as a sector/occupational trade body, a trade union or another HEI. Obviously, in the first instance, problems should always be discussed between the partners, but should it be necessary, then it is good practice at this initial stage to have discussed possible avenues for additional assistance. HEIs will have conflict resolution procedures in place, so

these should be explored first. But it is also good practice to explore additional avenues for problem solving and conflict resolution and this is an area where other stakeholder partners can contribute to the project and play important roles.

11. Summary

The purpose of this section has been to stimulate thought and to provide a guide for what you need to consider as a starting point in the process of developing a dual learning programme best suited to the needs of degree students, businesses and industry, yet which retains a solid, theoretical basis for a broader array of knowledge and skills amongst the graduate population. To summarise, it is good practice to consider:

- The benefits of a transnational programme versus an intra-national programme
- The vital role of collaboration and maintaining ongoing communications between parties
- Conducting background research
- Inviting participation or contributions from a variety of actors
- Whether you need to start with a new degree programme or can you adapt an existing programme
- The length and type of placements

The following section will explain some of the steps you will need to take in order to develop your initial ideas into a workable programme capable of helping students fit smoothly into their future work roles.

Section II: Design and Preparation

1. Introduction

Having undertaken the vital preparatory work set out in the opening section, you should now have a better understanding of how you wish to proceed in the design and preparation of your EuroDualLE Dual Learning Programme. Also, if you have already identified and been in discussions with potential partner organisations and made some initial decisions, you will have come to a conclusion as to whether you will be amending the existing degree programme or creating a new programme. This current section will guide you through the processes involved in designing your EuroDualLE Dual Learning Programme.

2. Revising existing degree programmes

If you take the decision to revise the existing framework, then you will already have had some discussions with your partner organisation regarding what is important to the reworked programme: essentially, knowing what is good about the programme and what can be done to enhance and cultivate areas that you feel are weak or even absent in the programme. If you are revising the existing programme, then it is likely that these changes will be relatively straightforward, although you will still need to seek relevant institutional approvals.

Things to consider when revising an existing programme:

- What is it you want to achieve from the revision?
- What is best for the student?
- What is best for the HEI department/school?
- What are the strengths of the existing programme?
- And the weaknesses?
- Will a second HEI be involved in the transnational placement?
- If a second HEI is involved due to the transnational placement, you may need to take account of any operating issues into the existing programme
- How can you reflect your aims in the Learning Outcomes?
- Are there areas of disagreement between the partner organisations? If so, how can you find a way forward?
- How long do you envisage the onsite training experience will take?
- How do you make the degree programme relevant to the onsite training and to the employer without moving too far into vocational training?

- Will the HEI/school/department or course and company partnership receive some form of accreditation?
- What language tuition, if any, will be needed for the student and/or HEI tutor?

3. Creating new degree programmes

On the basis of the information you will have gained from your early discussions with potential partners, you will need to develop graduate profiles and competencies. These profiles and competencies can then form the basis for the development of curricula and study modules. In all stages of the development, stakeholders should be involved to ensure the programme operates smoothly and is meeting your needs and expectations.

In the first instance, HEIs will have their own processes for creating new degree programmes, which need to be followed, so this subsection will deal only briefly with this topic. Curricula are developed first as outlines to discuss and present at an institutional level for further development. It makes sense to use a cycle-principle for the development of the new curricula.

The cycle includes the following phases:

- Needs assessment
- Description of the Competence/Learning Outcomes
- Development of goals and objectives
- Development of Contents
- Development of Methodical approaches
- Development of International cooperation concepts
- Implementation of:
 - Organisational Aspects
 - Institutional Aspects
 - Technical Aspects
 - Legal Aspects (including health and safety issues and adequate insurance cover)
 - Communication and Cooperation
 - Accreditation
 - Introduction/Implementation of the curricula/Piloting
- Evaluation

4. Learning Outcomes and Competences

The next point will be to focus on the Learning Outcomes planned for the adapted or new programme. As mentioned in the previous section, Learning Outcomes must not only reflect the degree programme, but also be relevant to the possible career or occupation destinations. Learning outcomes should be simply and clearly described and should be assessable; they must therefore state what students are expected to know and understand and what they should be able to do. Skills and competencies should also be clearly stated and described, remembering that you may need to take account of language and cultural differences.

5. Core courses and options

Many degree programmes offer students a combination of core courses and modules which provide the basic knowledge and skills they require. More specialised courses/modules then provide avenues which suit the interests and requirements of the students, in addition to developing deeper skills and providing the essential understanding and awareness of their study field.

You will therefore need to consider what general subjects you include and what additional subject-specific topics you feel would benefit the student. In traditional degree programmes, the dissertation has been an important way of developing and demonstrating the student's own research skills and their ability to project manage their work. The EuroDuaLE Dual Learning programme must therefore have a similar way of developing and demonstrating these skills or provide an alternative approach to demonstrating independent thinking. These decisions are something which the main parties will need to discuss and agree on (taking into account the HEI specific provisions in this regard).

6. Contents and methods

For each course or module, the specific objectives (including competencies and outcomes), contents and methods are normally described within a course handbook, which teachers use to develop their classes. Furthermore, course handbooks can help to coordinate the learning processes between the different partners.

You will need to identify different didactical teaching and learning approaches and regulations as they are perceived and understood in terms of *practical* learning (in companies) and *theoretical* learning (in HEIs) and consider how best to bridge these differences. You will also need to identify ways that the programme can create concrete objectives and methodical approaches to take account of these perspectives. You will also need to identify and agree on suitable assessment methods for the programme which relate to and bridge

the theoretical and practical knowledge involved in the subject and the occupation or sector.

If you work within an HEI, you might wish to consider employing some action-oriented methods into your teaching and assessments. For instance, you might wish to consider using:

- Projects
- Role play
- Experiments
- Case studies
- Field studies
- Business skill development programmes

It may be the case that your course/school/department already employs a selection of these methods, but exploring them afresh with your partner organisations can help you develop your teaching creatively, thereby maintaining academic rigour whilst incorporating occupational skills.

7. Block onsite work placements Vs. regular day release visits

In vocational approaches to training, such as apprenticeships, the terms 'block' and 'day release' generally refer to the classroom-based activities, as the apprentice-worker is released from their normal work routines. In the EuroDuaLE Dual Learning model, the student already participates in formal learning activities and is then released for the work-based activities, thus turning the normal understandings on their heads.

With this approach in mind, consider what form you envisage for the onsite work. A block period of time, e.g., four weeks, can ensure that the student gains the experience of daily working life within the company and therefore develop their skills in a shorter but more intense time period. Alternatively, you might prefer to develop the student's skills over a steady time period and so opt for a day release scheme. Things to consider in making your decision are:

- With transnational working programmes, block periods of employment will be the most suitable format for the students. However, it may be that virtual learning can play an important role in maintaining the student's links with their home HEI and degree course.
- What level of programme is the degree? Undergraduate, Masters or PhD? Knowing the level of study will help you make your decision. For example, you might prefer a day release scheme for undergraduates, but decide that a block placement would be better for the postgraduate students. Again, if the work placement is transnational,

then it is more likely the latter will apply, subject to the provisions set out in the previous bullet point.

- What length of time do you envisage for the work placement? Again, this decision might depend on the level of study, but also consider what you can reasonably expect to achieve in any given period.
- The length of time will also depend on the time of year in relation to the student's exams. Plus, if you are an employer, you will have busy periods when you decide that having a student onsite would be a distraction. Remember also that the onsite work must be meaningful and should not be seen as cover for menial tasks to cover busy times.
- For HEIs, you will need to think of dates when students will not be feeling stressed by approaching exams and that they are able to take holiday time. Can you adapt teaching hours to suit a time when the student will be working onsite?

8. Coordination and communication

Coordination between the parties is essential and so clear lines of communication and authority must be established from the outset in order that each party understands the purpose and direction of the EuroDualLE Dual Learning Programme and the partition of activities and responsibilities between the actors involved. The clearer the roles and division of labour, the more positive outcomes can be expected. As expressed throughout this Handbook, continued communication and dialogue between the main parties is vital to the success of the project, so be prepared to be in regular contact with your partner organisation, whether by email, phone or virtual meetings.

In addition, it is important to remember that communication with external stakeholders should also begin as early as possible. The input of relevant stakeholders such as university groups, employer bodies, trade unions and chambers of commerce can offer important insights into the dual programme. To explore the possibilities of working with these stakeholders, we recommend you consider staging workshops at an early stage of development of your programme.

8.1. Nominate Programme Coordinator and secondary contacts

In order to maintain an ongoing dialogue, it is recommended that within each of the main parties a main and secondary point of contact is named. The primary person, a Programme Coordinator, most likely a member of the HEI school or department, will take day-to-day responsibility for the dual learning programme, while secondary contacts will be there to cover for holidays, sickness, job/institution changes, etc. This means that the programme will not be adversely affected during absences.

8.2. Collaboration Agreements

It is important that you agree from the outset who takes responsibility for what. Remember that *collaboration* is vital to the success of the programme. Therefore, we recommend the main parties write and sign *Collaboration Agreements*, setting out clear lines of authority (see 'Toolkit' for an example of a Collaboration Agreement). Additional questions follow if international cooperation is planned to be integrated into the programme. For example, the courses will need to be scheduled with regard the existing requirements in the participating countries. So, the time schedule, the legal conditions, the responsibilities and cooperation procedures need to be clarified within the Collaboration Agreement.

9. Student travel and accommodation

Students travelling to another country must be provided with various safe options, including travel advice and suitable accommodation. International Offices, or their equivalent, within HEIs can advise you on travel and accommodation requirements, while stakeholder partner organisations may also provide assistance.

When travel is involved in the work placement, you should also consider:

- What travel documentation they require
- Whether or not the student requires particular assistance or accommodation due to physical, mental or hidden disabilities
- If the student has any medical conditions or specific dietary requirements which need to be noted
- What, if any, religious requirements the student has
- What local conditions are like and what they can expect on arrival

All of these issues can be easily dealt with if they have been thought out and worked through with your partner organisation(s).

9.1. Culture and language

Work placements featuring working and residing in another country must include an assessment of the student's language skills, plus any appropriate remedial work, such as language courses. Also, it is necessary for the student to have sufficient language skills to be able to operate within the host nation. Identifying the national language is therefore a first step, but then it would also be beneficial to identify a common language that might be spoken by both home and host nations. The HEI must also provide a reasonable level of

cultural awareness training for the student. Working with your International Office is important in this regard. Areas for consideration are:

- Cultural training for student and for staff
- Cultural training for trainer/mentor for the student
- Language training for student and/or tutors

9.2. National and regional laws

It is important to comply with the host nation's laws. HEIs sending students to another country should work with their International Office, or equivalent, which may have knowledge of the legal requirements or know how and where to find such information.

10. Summary

Creating a degree programme based on the EuroDualLE model requires extra thought and preparation, particularly when transnational work placements are concerned. This additional preparation time is because you are automatically working with one or more partner organisations and this factor alone provides additional work. Moreover, if the HEI and the company are based in different nations, or if a second HEI is included in the work placement, then there are further complexities to be considered.

This section has addressed some of these complex issues and tried to help you to identify the most straightforward ways of managing the process. The following section discusses how to go about implementing and then monitoring the programme.

Section III: Implementation and Monitoring

1. Introduction

The third stage of developing a EuroDualLE Dual Learning model is the implementation of the study programme. To ensure that matters run as smoothly as possible, it is essential that adequate monitoring procedures are put into place so that any negative issues or problems that arise can be dealt with during the programme. Implementation of the programme and good monitoring procedures should operate hand-in-hand as part of your ongoing dialogue with your partner organisations, the student and any other stakeholders who are centrally involved in the programme.

Overall responsibility for monitoring will lie mainly with the HEI, since it is responsible for the study programme and the obtaining of the degree. However, as mentioned throughout this Handbook, it is essential that the HEI and company in particular maintain an ongoing dialogue with each other and that they individually and together monitor the student's progress and wellbeing. It is through good monitoring procedures that the programme's viability can be maintained and developed. Nevertheless, monitoring should also be kept in balance, so as not to put too much pressure on any one party and not to stifle creativity and the positive attributes of the experience.

What follows in this section is a series of recommended procedures and issues that should be considered when entering these two important stages of implementation and monitoring.

2. Stage I: Implementation

Implementing a dual learning programme requires you to build on the channels for dialogue between the partners, particularly the HEI and the company. As discussed in the previous section, checks must be carried out to ensure appropriate levels of health and safety measures and also adequate insurance cover are in place in the host company and you should allow sufficient time to undertake these checks, particularly where transnational placements are concerned. You will also set into action your plans for coordinating the programme and establishing clear lines of responsibility.

As you will have understood from your work so far, there is considerable freedom for you and your partner organisation(s), subject to the existing EU, national and HEI regulations, to choose the specific procedures, aims, skills and knowledge bases you employ. Yet at the same time, all parties involved must ensure they work within certain structures and so, for example, degree programme validation processes should be carried out with respect to your HEI requirements. Other mandatory requirements are set out in:

- The EuroDualLE Charter
- The Learning Agreement
- The Collaboration Agreement

All three documents form mandatory requirements for the parties. The EuroDuaLE Charter, an example of which is included in the Toolkit, is important for maintaining the overall structure and consistency across the EuroDuaLE Dual Learning model as a whole; the Learning Agreement will have been written and agreed in respect of the specific programme; the Collaboration Agreement will set out the roles and responsibilities of the main parties. Each of the involved main parties, most likely the HEI and the company, will need to sign the documents. However, in keeping with European Commission's aim of minimising paper usage, parties are urged to use electronic documents/signatures wherever possible.

The lead responsibility in all these processes should be carried out by the HEI, even in cases where it is the company that promotes its inclusion in a learning programme. In any case, it is necessary to agree on the Collaboration Agreement between the HEI and the companies that clearly reflects the programme's aims. For this target, it seems useful to set out some recommended procedures:

2.1. Coordination

To ensure the coordination of the project and that there is sufficient harmonisation between academic and on-the-job learning, you should by now have already appointed a person responsible for overseeing and coordinating the programme, a Project Coordinator, most notably from within the HEI department, faculty or school. This person would also deal with the communication between the different actors involved and be ready to resolve any conflicting issues that might arise between participants, should it be necessary.

Moreover, it is necessary to assign responsible persons for students in both the HEI school (tutors) and the company (trainers/mentors). This appointing of responsibility becomes more important in the case of transnational programmes, when the HEI and the company operate in different countries.

Also, by now you should have an agreed separation of functions which each party will undertake, as well as recognised areas of shared responsibility. The company mentor and the HEI should ensure the effectiveness of the practical learning received by the students and attend to any special circumstances required for students with disabilities, subject to existing regulations or legislation. All programmes must ensure they are non-discriminatory in terms of gender, ethnicity and sexuality. Tutors should also ensure that both the theoretical and practical learning is appropriate to the level of study and the degree programme. Discrepancies between the tutors-mentors-students should be communicated to the Project Coordinator or, alternatively, to the body responsible for monitoring the learning programme.

In both cases, tutors need to have the necessary skills and have received the training to be responsible for the monitoring and evaluation of the learning

process and the students. The training for the company's trainers/mentors could be given by the HEI or by officially recognised institutions, such as chambers of commerce, business associations or professional colleges operating within the company's home nation. As already mentioned, for the piloting, training is provided through the project funding and it will depend on the success of the pilots as to how such training is provided in the long term.

The involvement of the tutors and their commitment to the programme will depend on other aspects such as the recognition that the company/HEI makes of their tasks and the possible compensations provided for the performance of the tutoring activity. Recognition might take the form of economic compensation or exoneration from other tasks and/or responsibilities.

2.2. Co-responsibility

The term 'dual learning' carries with it a change to traditional higher education and employment training practices and enters a situation in which there is co-responsibility between the HEI and the company, with other relevant actors participating to a greater or lesser extent. The implication stemming from such dual systems of practice requires coordination and co-responsibility, particularly when the transnational programmes are operating and the company is based in another country from the HEI. You will, therefore, need to have set out and agreed on areas where co-responsibility exists and areas where one of the partners must be more closely involved.

3. Collaboration Agreement

The mandatory Collaboration Agreement between the HEI and the company should set out the responsibilities and levels of coordination between the two institutions. A model *Collaboration Agreement* is set out in the Toolkit at the end of this Handbook, but areas you might wish to include are:

- Designation of a coordinator, most likely from within the HEI school or department
- Planning regular communication channels and dialogue between tutors and mentors (emails, online platforms, messaging and voice chat applications and/or phones), which enables all stakeholders to keep updated on progress and also allows for possible conflict resolution. The use of a logbook (see Toolkit) can assist in this matter
- Holding periodic meetings among the different programme managers, with the presence of tutors. Meetings can be physical or virtual; the latter being of particular benefit in the case of operating transnational programmes
- Where appropriate, holding meetings with students to assist in their learning and general wellbeing and safety. Again, the logbook can play

an important role in monitoring general aspects of student wellbeing and safety

- Quality Assurance standards
- Assessment of students
- Student language and cultural training
- Separation of primary and secondary responsibilities for specific activities

Before starting, you will need to provide students with as much information as possible, so they can make informed decisions about the choice of course. Students should be informed of the terms and conditions of the programme and of the Collaboration Agreement, and will need to sign the Learning Agreement along with the HEI Coordinator and the company trainer/mentor.

4. Creating avenues for ongoing dialogue

In addition to the essential periodic meetings, face-to-face or online, ongoing dialogue will have the help of different technological means such as email and other ways of immediate communication.

Although one of the partners (usually the HEI) takes the initiative, it is important to give opportunities to the other partner(s) for feedback.

5. Stage II: Monitoring

Monitoring of the programme plays a prominent role, in terms of ensuring the smooth operation of the programme and achieving the aims set out in this document. HEIs will have mechanisms already in place to take account of monitoring and quality control processes, including, for example, the employment of external examiners and the use of student evaluation methods. However, you may wish to provide additional mechanisms where agreed necessary and we recommend the use of a weekly logbook (see Toolkit) to monitor progress and to be completed by the student, the academic tutor and the company tutor.

Monitoring should be shared and ongoing. It is recommended that as a minimum you create a tripartite body comprising the three core parties involved: the HEI, the company and students, to be responsible for this supervision process. This body must have access to all the relevant information regarding the development of the programme, the possibility to supervise the concrete actions carried out in its academic and labour facets, as well as to propose 'corrective' solutions to any issues that arise. The presence in the supervisory body of a neutral third party can bring objectivity and impartiality both to the supervision process itself and any possible

solutions or suggested changes to the longer-term programme, but you must comply with the appropriate relevant national privacy laws.

You will, however, need to decide whether the decisions of the supervisory body are to be binding, so deciding what authority the body has and who sits on the panel is important. You should also decide on the frequency and format of the body's meetings and include scope for extraordinary meetings should one of the core partners request it.

5.1. Conflict resolution

Apart from these supervision processes, it is worth thinking about possible intervention in the solution of conflicts, to which we will refer next.

The implementation of the dual learning programme, especially at the beginning of the course, can present areas of difficulty or conflicts between the parties involved which need a solution. The most likely areas of dispute might be:

- In the relationship between the HEI and the company
- The student with the tutor or mentor
- The company itself in relation to the student's learning.

HEIs will normally have mechanisms for conflict resolution which you will need to follow. Should you feel that 'dual learning' by necessity requires additional layers of accountability, then you can agree to include further stages.

We suggest a multi-stage resolution mechanism:

- In the first instance, it is envisaged that issues will be relatively minor and can be dealt with locally. So, for example, if a minor disagreement or misunderstanding arises between the HEI and the company which could not be easily resolved by the individuals involved, then more senior managers might be invited to oversee and suggest ways to overcome the problem
- If still no resolution is found, then the monitoring body can be asked for input in this respect. Again, this role of the monitoring body can be bolstered by the inclusion of stakeholder partners: experienced individuals who are external to the day-to-day workings of the programme
- In rare instances where a solution still cannot be found, you might wish to take your case to a neutral third party, such as the aforementioned external bodies such as university groups, employer bodies, trade unions and chambers of commerce, although in order to ensure neutrality on the issue, it is advisable that the chosen organisation should be one NOT represented on the monitoring body. The solution of the third party should be binding for the subjects in conflict.

Other solution systems could also be considered and so you might wish to approach teacher inspection bodies, university advocates, your HEI international office (or similar department) if it affects the transnational element. In more serious cases, a full account should be provided in detail to support any outcomes and show that all possible avenues have been explored.

6. Linking with partner organisations and stimulating student interest

Following the suggestions laid out in the earlier sections of this Handbook, you may be keen to make a start. Reaching out to potential partners is important and we recommend doing this as soon as you have undertaken preliminary research into the possible benefits for the EuroDuaLE Dual Learning model and have identified potential partner organisations. So, whether you are working within an HEI or a company, you will need to make sure that all relevant departments and people are informed of the programme.

Once you have formed a partnership of organisations and businesses and agreed on a plan, you will need to stimulate interest amongst the potential student population. Here, you might want to work with HEI schools and departments, possibly inviting students to an 'open event' in which the benefits of EuroDuaLE Dual Learning Programme are presented and that key partners are in attendance and available for discussion. You might also want to ensure that student unions and student groups are informed and invited. Getting the message out to students is important to stimulate sufficient interest and numbers of students willing to participate. Ensure, too, that lecturers from other schools and departments are aware of the event, allowing them to see the potential for their own students.

We suggest the involvement of the HEI's International Office or equivalent in all cases where there is a transnational element to the EuroDuaLE Dual Learning Programme, as the staff will be best placed to understand the requirements of international travel, visas and accommodation arrangements. International offices will also have a greater understanding of potential costs involved and any national arrangements that might already be in place.

6.1. Linguistic and cultural competencies

The point raised in the opening section of this Handbook was to highlight that the student and the company contact (trainer/mentor) should possess adequate language skills to allow ease of communication. The same consideration needs to be given to providing the student with cultural awareness training prior to sending the student to the host country. It is important also that the receiving HEI or company be made aware of the

student's own cultural requirements, again to make the experience for all parties as smooth and enjoyable as possible.

7. Summary

This section has shifted the focus from the preparatory stages to beginning the programme and ensuring, as much as possible, that all contingencies have been considered and planned for. By now you will be in a position to begin taking on students in what will either be a revised programme based on the traditional units or a newly created 'dual learning' degree programme. At every step, we have tried to ensure that collaboration and communication are essential components of the EuroDuaLE Dual Learning model and these components continue through the implementation stages and into the final stages of evaluating and reviewing, which you can find in the following section.

Section IV: Evaluation and Review

1. Introduction

The purpose of this final section is to provide relevant partners with an opportunity to evaluate and review the EuroDuaLE Dual Learning Programme, with a view to understanding the strengths and weaknesses of the particular programme and offer ideas for future improvements. Evaluation and review procedures focus on the programme and the processes involved in setting up and carrying out EuroDuaLE Dual Learning Programmes.

Post-programme evaluations are therefore necessary and informative for *all* the key partners involved: for the HEIs and companies, evaluations provide opportunities to identify weaknesses and contemplate suitable modifications; likewise, student evaluations will provide insights into the quality of the student experience *and* understand how students coped with the programme.

Evaluations will most likely be undertaken directly by the partners involved. However, it may also be that you elect to have them conducted by a relevant external lead institution, such as a trade union, sector body or chamber of commerce. What is important is that the results of the evaluation are distributed and that the partners involved review the results, individually and collaboratively. As will be explained, it is envisaged that there are three stages of to the evaluation and review process:

- An initial one month questionnaire
- End of year questionnaire
- End of programme review

To assist with the pilot projects, some proposed questions are listed in the Toolkit at the end of this Handbook.

In addition, it is proposed that a variety of evaluation mechanisms should be used and that they should include informal and formal arrangements. If you work within an HEI, you will probably be familiar with 'end of year/semester/programme' questionnaires and review processes; the EuroDuaLE Dual Learning model is no different in this respect. It may be, therefore, that you can make use of HEI quality control programmes to assess the strengths and weaknesses of your dual learning programme and can use that data to make comparisons with student results for the cohort studying on traditional degree programmes. The main idea is that, over time, the review process feeds back into the programme creation and implementation procedures, resulting in the development of a positive feedback loop, which itself will create wider interest in the EuroDuaLE Programme and encourage greater HEI-business links and foster more awareness and confidence amongst all the parties.

The suggestions provided in the Toolkit will assist you in deciding the frequency, format and content of the evaluations.

2. Using informal and formal evaluations

2.1. Informal evaluations

While the use of *formal* evaluations, such as questionnaires, plays an important role in maintaining the quality of the programmes, there is also a role to be played by *informal* arrangements. With informal evaluations, emphasis is placed on ongoing discussions between the parties, whether using physical, phone or virtual meetings. These ongoing communications are important in preventing relatively small issues become large problems or simply being overlooked and ignored; on the face of it, some issues may not seem overly problematic, but they can still have a deleterious effect on the programme, particularly for the student.

However, it is recognised that you are going to have multiple ties on your time and pressures upon you which can make such contacts difficult. A point raised throughout this Handbook has been the necessity to appoint a Coordinator who takes overall charge of the programme and we believe this to be an important action. However, we recommend that you and your partner organisation(s) discuss and set out early in the programme the best forms of contact, the regularity of such contact, who has responsibility for initiating contact and who takes responsibility for different stages of the programme. These issues should form part of the Collaboration Agreement discussed in the previous section.

3. Initial questionnaire

Conducting an initial questionnaire approximately one month – depending on the length of the placement – after the start of the programme can help you to try and iron out any minor problems, whether they are student-related issues or matters that have arisen for or between the partners. This stage of the review process, conducted possibly using two questionnaires – one for the student and one for the partner organisations – need not and should not be long; it is a small gauge of how things are going during this start-up period and should be completed by all core partners and the results shared between the partners. Results can then be reviewed by your approved monitoring body and distributed to your partners. Areas to cover could be:

- Have you generated sufficient student interest in the programme?
- How does the student feel about the programme so far?
- Does the student have any concerns about the programme so far?
- Does the student require any special assistance to enable them to participate in the work-based element? For example, do they have any physical and/or mobility requirements that a company needs to be aware of? Or mental health issues?

- Have you established a good working relationship with your partner organisation(s)?
- Do you and/or your partner organisation(s) have a clear view of the programme structure and what is expected of you?
- Have any issues arisen that you had not planned for or expected?

4. Intermediate review

The intermediate review is designed to provide all the partners with an overview of how you and your partner organisation(s) have worked together since the start of the collaboration and also offers you the chance to consider positive and negative experiences and discuss ways of modifying your practices for the continuation of the programme. As with the initial questionnaire the students' experiences should be assessed separately from the partner organisations. Areas you might want to focus on are:

- The overall 'felt experience' of the participants
- Was the information available at the start of the programme of sufficient value and clarity and has it been matched by the programme?
- Were the objectives set out at the beginning of the programme realised?
- Were there ongoing communications between the partners?
- What worked well about the programme and how could these strengths be utilised in future?
- Did any unexpected or unplanned for events arise over the year?
- How did you and/or your partners deal with them?
- If non-core partners were involved, what was their role?
- Has the role of non-core partners been helpful?
- Was the company trainer/mentor sufficiently able to provide the oversight and mentoring the student required?
- And was the HEI staff member sufficiently knowledgeable about the company processes?
- Were the degree programme and the company-based work element sufficiently well-matched in terms of subject, knowledge and industry needs?
- If the company-based work placement took place in this past year, was it considered relevant to the knowledge base provided through the class-based activities?

- At any time has the programme come near to breaking the terms of the:
 - EuroDuaLE Dual Learning in Higher Education Charter
 - Collaboration Agreement
 - Learning Agreement
- If there is a transnational element to the programme, have there been any specific issues that have arisen regarding the company-based work placement?

5. Final review and evaluation meeting

This final method of evaluating and reviewing the programme is critical to the longer-term establishment of the EuroDuaLE Dual Learning Programme, for it allows the partners, most likely the HEI and the company, an opportunity to consider both the programme (contents, etc.) and the manner of undertaking it (the activities and relationships). Moreover, it may be that particular strengths stand out that you wish to expand and make more of.

The end of programme review also provides the partners with an opportunity to review and discuss the programme. In cases where 'in person' meetings are not possible, whether due to transnational placements, conflicting workloads, timing or other activities, you may want to consider conference calls or you can use e-platforms/programmes. Suggested areas for review are:

5.1. For companies

- Have you or would you consider making the student a full-time offer of employment on graduation?
- What was it about the EuroDuaLE Dual Learning Programme that has contributed to your employment decision?
- Did you feel the student was sufficiently prepared for work (for example: culturally prepared, language proficiency, content knowledge...)?
- How did you contribute to the student's work readiness?
 - Provide examples
- Have you maintained what you consider to be a good relationship with the relevant HEI staff member?
- Are there areas which you feel could be improved?
- How relevant to your occupation and/business was the study programme?

- Provide examples
- Were there any unexpected/unplanned for issues that arose before, during and/or after the work-based element of the programme?
 - Provide examples
- Are there any areas you have not been asked about, but you would like to raise?

5.2. For HEIs

- Has the EuroDuaLE Dual Learning Programme raised any issues which you would not expect with a traditional degree programme?
- Have you maintained what you consider to be a good relationship with the company trainer/mentor?
- Are there areas of the programme or the relationship with your partner organisations which you feel could be improved?
- Was the company trainer/mentor sufficiently knowledgeable about the degree programme?
- How relevant to the degree programme was the work of the company?
 - Provide examples.
- Have you noticed any improvement in student knowledge and/or technical/social ability as a result of the EuroDuaLE Dual Learning Programme?
 - Provide examples.
- Were there any unexpected/unplanned for issues that arose before, during and/or after the work-based element of the programme?
- Are there any areas you have not been asked about, but you would like to raise?

5.3. For students

- Has the EuroDuaLE Dual Learning Programme matched your expectations?
 - Provide examples.
- What did you think of the overall EuroDuaLE Dual Learning Programme?
- Were you provided with any feedback for your time spent working within the company?

- Do you feel your skillset (technical and transversal) was enhanced by the time spent in the workplace?
 - How? Provide examples.
- Was the workplace element relevant to your degree programme?
 - How? Provide examples.
- Do you feel you are ready to move into industry following your EuroDuaLE Dual Learning Programme?
- If you needed assistance during the EuroDuaLE Dual Learning Programme, was there someone you could contact?
 - Separate between the HEI and the company.
- Are there any areas you have not been asked about, but you would like to raise?

6. Distribution of the results of the end of programme review and evaluation

As has been stated, it is important that the results of programme reviews are shared with partner organisations. This does not stop you from conducting internal reviews, but the focus should be on collaboration and working to create strong education-industry partnerships.

In addition to working with partner organisations, it is also good practice to share your findings with external bodies such as university groups, employer bodies, trade unions and chambers of commerce. In time, it is envisaged that these umbrella organisations will feed into national government structures and provide the case for expanding the programme.

7. Summary

The recommendations set out in this section have focused on evaluating and reviewing the programme with the intention of providing a quality control mechanism and to improve future programmes. They should be used in tandem with existing HEI review processes.

Section V: Toolkit

1. EuroDuaLE Charter for Dual Learning in Higher Education

General principles of a EuroDuaLE Dual Learning Programme:

- Create meaningful and long-lasting bridges between higher education and companies
- Provide 'real work', high quality work experience to students to generate and apply relevant knowledge and skills
- Provide students with knowledge, skills and experiences that are not available in traditional degree programmes
- Provide students with appropriate levels of knowledge and skills
- Provide industry with high calibre graduates

HEIs and companies must adhere to the following *specific* principles:

Pre-[programme/placement]

- Publish and update all relevant materials relating to the programme content in advance of the programme's start
- Establish and maintain respectful channels of communication between partner institutions and with students
- Provide a recruitment/selection process which is open and fair to all applicants regardless of gender, race, ethnicity, physical ability, or religion
- Provide advice and assistance in obtaining visas, where necessary, for transnational programmes
- Provide relevant cultural and language training to the student for transnational programmes
- Provide appropriate training to trainers/mentors so they can carry out their duties in respect of receiving students

During [programme/placement]

- Maintain ongoing dialogue between partner institutions and with students
- Ensure there is adequate support to the student at all times throughout the programme
- Ensure the work-based element of the EuroDuaLE Dual Learning Programme is relevant to the student's degree programme

- Provide an inviting environment to the student when participating in the work-based element of the EuroDualLE Dual Learning Programme, regardless of the student's gender, race, ethnicity, physical ability, or religion
- Have in place adequate insurance and health and safety procedures, including maintaining emergency contact details of the incoming student.

Post-[programme/placement]

- Undertake evaluation and review procedures to generate and share feedback which can be used to improve future programmes
- Provide student with high quality feedback on the work-based element of the programme
- Ensure all staff in the partner institutions are given recognition for their work in providing the programme

On behalf of the partner institution, I/we recognise that implementation of this Charter will be monitored and that violation of any of the above principles and commitments may lead to its withdrawal from the European Commission:

Signed: Date:

Signatories' Names, Partner Institutions and Positions:

.....

2. Overview of the Mobility Phases

The combination of the physical and virtual mobility corresponds to 40 days. Details and intensity of each phase are defined for each student. The pattern of the different mobility phases could be re-arranged, according to the individual mobility settings. The following table is an example of a possible chain to be applied to a single mobility experience.

Who does what						
When	Activity	Sending HEI (Tutor, peers)	Receiving HEI (International Office)	Company (Mentor, Co-workers)	Student	EuroDuaLE Partner
Before placement	Selection of candidates and acquisition of companies. Matching	Initiate, pre-select	Facilitate	Collaborate, select	Apply	
	Contact tutor + mentor (define collaboration agreement)	Initiate	Support	Participate		
	Information on placement: presentation, organisation			Inform		
	Learning agreement	Initiate		Collaborate	Collaborate	

Who does what



When	Activity	Sending HEI (Tutor, peers)	Receiving HEI (International Office)	Company (Mentor, Co- workers)	Student	EuroDuaLE Partner
Beginning of mobility – Before physical mobility	Introductory training to transnational dual learning (optional: different trainings)			Participate	Participate	Initiate
	Virtual kick-off meeting (organisational arrangements, clarify goals, planning of activities for virtual + physical mobility)	Initiate	Optional	Participate	Participate	Provide
	Soft skills training	Provide (if at disposal)		support	Participate	
	Job-related preparation: content/activities			initiate	Collaborate	

Who does what



When	Activity	Sending HEI (Tutor, peers)	Receiving HEI (International Office)	Company (Mentor, Co- workers)	Student	EuroDuaLE Partner
During physical mobility	Run experience: continue activities	Monitor		Supervise	Perform	
	Academic coaching and feedback	Initiate		Collaborate	Participate	
	Job-related coaching and feedback	Collaborate		Initiate	Participate	
	Reflection and self-assessment	Monitor		Monitor	Perform	

Who does what



When	Activity	Sending HEI (Tutor, peers)	Receiving HEI (International Office)	Company (Mentor, Co- workers)	Student	EuroDuaLE Partner
After physical mobility	Continue job-related activities	Supervise		Supervise	Perform	
	Closing virtual meeting: reflection on process (informal)	Initiate	Participate	Participate	Participate	
	Assessment by all involved actors (evaluation)	Initiate		Collaborate	Collaborate	
	Recognition of mobility	Initiate				

3. EuroDuaLE Student Weekly Logbook

a.y. 2017-2018 (P. 1 of 4)

Student (<i>Name, Surname</i>)		
Mobility period	From:	To:
Name of Academic Tutor		
Name of Organisation Tutor (<i>Mentor</i>)		

Home University (<i>Name</i>)	
City	
Faculty	
Academic Year	

Hosting Organisation (<i>Name</i>)	
City	
Type of activity	
Number of employed	
Student tasks (<i>short description</i>)	

Student Virtual Mobility Logbook (P. 2 of 4)**(Replicate for each day of Virtual mobility)**

Date: 20/10/2017	
Description of learning activities/modules	
Acquired competencies	
Difficulties or problems encountered	

Student Physical Mobility Logbook (P. 3 of 4)

Week No:
Date (week beginning):
Description of workplace (only for the first week):
Tasks and activities carried out:
Acquired competencies:
Difficulties or problems encountered:



Student Signature: **Date**

Student Weekly Logbook (P. 4 of 4)

Name of academic tutor	Comments, observations, compatibility of student's academic profile and the activities carried out during the mobility.
-------------------------------	---



Name of company tutor	Comments, observations, evaluations.
------------------------------	--------------------------------------

4. EuroDuaLE Collaboration Agreement

 		
EuroDuaLE Dual Learning Programme Collaboration Agreement		
<p>Note: The details set out in this form do NOT include statutory and mandatory requirements but form a basis for ongoing collaboration and separation of responsibilities. All statutory and mandatory issues should be carried out by appropriate HEI/company departments.</p>		
Academic year:	Start date:	End date:
Name & country of <i>sending</i> Higher Education Institution:		
Name & country of <i>receiving</i> Higher Education Institution: (If applicable)		
Name & country of Organisation:		
Other partners:		
Higher Education Institution		
Programme name:		
Programme code:		
Department/School/Discipline:		
Name(s) and position(s) of Programme Coordinator and secondary coordinator:		
Organisation		
Type of organisation and business sector:		
Name and position of organisation trainer/tutor:		
Primary responsibilities (✓)		

Areas of responsibility	Programme Coordinator	Company tutor/mentor	Joint/other
Programme overview			
Pre-placement assessment			
Main contact for student(s)			
Partner-student communications			
Inter-partner communications			
Logbook feedback			
Development of QA procedures			
Problem issues raised and conflict resolution			
Organising periodic evaluations and reviews			
Other responsibilities			
Names and Signatures I agree to the share of responsibilities set out in this Collaboration Agreement and will undertake these responsibilities to the best of my ability			
Individual	Signed	Date	
HEI tutor/contact			
Company mentor/trainer			
Organisation contact (if applicable)			

5. EuroDuaLE Learning Agreement for Student Work Placements

 			
EuroDuaLE Learning Agreement for Student Work Placements			
Student			
Last name(s)		First name(s)	
Date of birth		Nationality	
Sex (M/F)		Academic year	
Study cycle		Subject area & code	
Phone, incl. IDD		Email	
Sending institution			
HEI name		Faculty	
Erasmus code (if applicable)		Department	
Website			
Address		Country & country code	
Contact name		Contact email & phone, incl. IDD	
Receiving Organisation			
Name		Department	

Address		Country & country code	
Website			
Contact name		Contact email & phone, incl. IDD	
Mentor name & position		Mentor email & phone, incl. IDD	

Section to be completed BEFORE THE WORK PLACEMENT

I. PROPOSED WORK PLACEMENT PROGRAMME

Planned period of the work placement: From [month/year] .../.....To [month/year] .../.....
Number of planned <i>onsite</i> hours per week:
Number of planned <i>virtual</i> hours per week:
Student work placement title:
Detailed programme of the student placement period:
Knowledge, skills and competences to be acquired by the student at the end of the work placement: (including virtual placement)
Monitoring plan (including virtual placement)
Evaluation plan (including virtual placement)
Language competence of the student The level of language competence ¹ in [workplace main language] that the student already has or agrees to acquire by the start of the work placement period is: A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2 <input type="checkbox"/>

The sending institution

The institution undertakes to respect all the principles of the EuroDuaLE Charter for Higher Education relating to placements.

[Please fill in only one of the following boxes depending on whether the placement is embedded in the curriculum or is a voluntary placement.]

Is the student covered by accident insurance?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the student covered by liability insurance?	Yes <input type="checkbox"/> No <input type="checkbox"/>
The student work placement is <u>embedded in the curriculum</u> and upon satisfactory completion of the placement, the institution undertakes to: <ul style="list-style-type: none"> • Award ECTS credits. 	

¹ For the Common European Framework of Reference for Languages (CEFR) see <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>.

- ☐ Final report ☐ Interview ☐ Placement certificate ☐ Other possibilities
.....
 - Record the placement in the student's Transcript of Records.
 - Record the placement in the student's Diploma Supplement (or equivalent).
 - Record the placement in the student's Europass Mobility Document
- Yes ☐ No ☐

The receiving organisation

The student will receive a financial support for his/her placement:

Yes ☐ No ☐

If yes, amount in EUR/month: ...

The student will receive a contribution in kind for his/her placement:

Yes ☐ No ☐

If yes, please specify: ...

Is the student covered by the accident insurance?

Yes ☐ No ☐

If not, please specify whether the student is covered by an accident insurance provided by the sending institution:

Yes ☐ No ☐

The accident insurance covers:

- accidents during travels made for work purposes:

Yes ☐ No ☐

- accidents on the way to work and back from work:

Yes ☐ No ☐

Is the student covered by a liability insurance?

Yes ☐ No ☐

The receiving organisation undertakes to ensure that appropriate equipment and support is available to the student.

Upon completion of the placement, the receiving organisation undertakes to issue a Student Placement Certificate by: [*maximum 5 weeks after the placement*].

II. RESPONSIBLE PERSONS

Responsible person² in the sending institution:

Name:
..... Function:

² *Responsible person in the sending institution*: this person is responsible for signing the Learning Agreement, amending it if needed and recognising the credits and associated learning outcomes on behalf of the responsible academic body as set out in the Learning Agreement.

..... Phone number: E-mail:
Responsible person³ in the receiving organisation/enterprise (mentor): Name: Function: Phone number: E-mail:

III. COMMITMENT OF THE THREE PARTIES

By signing this document, the student, the sending institution and the receiving organisation/enterprise confirm that they approve the proposed Learning Agreement and that they will comply with all the arrangements agreed by all parties.

The student and receiving organisation/enterprise will communicate to the sending institution any problem or changes regarding the placement period.

Signed by:

Student Student's signature	Date:
Sending institution Responsible person's signature	Date:
Receiving organisation/enterprise Responsible person's signature	Date:

³ *Responsible person in the receiving organisation (supervisor):* this person is responsible for signing the Learning Agreement, amending it if needed, supervising the student during the studentship and signing the Traineeship Certificate.

Section to be completed DURING THE WORK PLACEMENT

EXCEPTIONAL MAJOR CHANGES TO THE ORIGINAL LEARNING AGREEMENT

I. EXCEPTIONAL CHANGES TO THE PROPOSED WORK PLACEMENT PROGRAMME

The student, the sending institution and the receiving organisation/enterprise confirm that the proposed amendments to the work placement programme are approved.

Approval by e-mail or signature from the student, the responsible person in the sending institution and the responsible person in the receiving organisation/enterprise.

II. CHANGES IN THE RESPONSIBLE PERSON(S), if any:

New responsible person in the sending institution:

Name: Function:

 Phone number: E-mail:

New responsible person in the receiving organisation/enterprise:

Name: Function:

 Phone number: E-mail:

Section to be completed AFTER THE WORK PLACEMENT

STUDENT PLACEMENT CERTIFICATE

Name of the student:
Name of the receiving organisation/enterprise:
Sector of the receiving organisation/enterprise:
Address of the receiving organisation/enterprise <i>[street, city, country, phone, e-mail address]</i> , website:
Start and end of the placement: from <i>[day/month/year]</i> .../.../..... till <i>[day/month/year]</i> .../.../.....
Placement title:
Detailed programme of the placement period including tasks carried out by the student:
Knowledge, skills (intellectual and practical) and competences acquired (learning outcomes achieved):
Evaluation of the student:

Date:

Name and signature of the responsible person at the receiving organisation/enterprise:

.....

Annex 1: Guidelines

The purpose of the EuroDualLE Dual Learning Agreement for Student Work Placements is to provide a transparent and efficient preparation of the placement period abroad and to ensure that the student will receive recognition for the activities successfully completed in the workplace, including work undertaken abroad and also via virtual work placement.

It is recommended to use this template. However, if the higher education institution already has an IT system in place to produce the Learning Agreement or the Transcript of Records, it can continue using it. The Student Work Placement Certificate that the receiving organisation/enterprise must issue may also have a different format. However, regardless of the format chosen, all information requested in this Learning Agreement must be included.

How to use this Learning Agreement:

Before the work placement, it is necessary to fill in page 1 and 2 with information on the student, the sending institution and the receiving organisation/enterprise and the three parties have to agree on the section to be completed before the work placement (pages 3 to 5).

On page 1, all the information mentioned will have to be encoded in the Mobility Tool. The sending institution can decide to add more information (e.g. additional contact person in the coordinating institution of a consortium) or to request less in case some of the information is already provided in other documents internal to the institution. However, it should at least include the names of the sending institution and the receiving organisation/enterprise and names and contact details of the student, the persons of contact and the mentor in the receiving organisation/enterprise.

The section to be completed **during the work placement** (page 6) should only be used if there are changes in the responsible persons or in case it is necessary to introduce changes to the original placement programme. This section and the section before work placement (pages 1 to 5) should always be sent together in all communications.

After the work placement, the receiving organisation/enterprise should send a Student Placement Certificate to the student within a maximum of 5 weeks after successful completion of the placement (page 7). Finally, the sending institution should issue a Transcript of Records if the placement is embedded in the curriculum or if it had committed to do so before the work placement (a record of the results in a database accessible to the student is also acceptable).

Proposed work placement programme

The proposed work placement programme includes the indicative start and end months of the agreed placement that the student will carry out.

The Learning Agreement must comprise the number of working hours per week and a detailed programme of the placement period, including, tasks/deliverables and associated timing to be carried out by the student.

In addition, the proposed work placement programme must foresee the knowledge, skills (intellectual and practical) and competences to be acquired by the student at the end of the placement (learning outcomes).

A monitoring plan will describe how and when the student will be monitored during the placement by both the sending institution and the receiving organisation/enterprise. It must specify the number of supervision hours and whether a third party is also involved, such as a higher education institution in the receiving country. If it is the case, the monitoring plan will also specify the contact details of the person in charge responsible for the supervision of the student in that institution.

Finally, the proposed work placement programme must include an evaluation plan describing the assessment criteria to be used to evaluate the placement period. Examples of assessment criteria: academic skills/expertise, analytical skills, initiative, adaptability, communication skills, teamwork skills, decision-making skills, ICT skills, innovative and creative skills, strategic-organisational skills, foreign language skills.

A recommended level of language competence in the main language of work should be agreed with the receiving organisation/enterprise to ensure a proper integration of the student in the organisation/enterprise. The student will then commit to reach this **level of language competence** by the start of the study period. The level of the student will be assessed after his/her selection with the Erasmus+ online assessment tool when available (the results will be sent to the sending institution) or else by any other means to be decided by the sending institution. In case the student would not already have this level when signing the Learning Agreement, he/she commits to reach it with the support to be provided by the sending institution (either with courses that can be funded by the organisational support grant or with the Erasmus+ online tutored courses).

The sending institution commits to recognise the learning outcomes of the placement upon satisfactory completion of the work placement programme. There are different provisions for placements embedded in the curriculum (obligatory placements) and for voluntary placements.

In the case of placements embedded in the curriculum, the sending institution commits to record the placement in the student's transcript of Records and Diploma Supplement. The sending institution has to specify the number of ECTS credits that will be granted and the modalities for setting the grade. These elements are optional for voluntary placements and, recording the grade in the student's Europass Mobility Document, is optional for both kinds of placements. However, in the case of voluntary placements carried out by recent graduates, recording the placement in the student's Europass Mobility Document is highly recommended.

The student must be covered at least by an accident insurance (at least for damages caused to the student at the workplace) and by a liability insurance at work (for damages caused by the student at the workplace). The receiving organisation/enterprise will commit to grant the student a minimum insurance coverage, unless he or she is insured by the sending institution or himself.

The receiving organisation/enterprise will ensure that appropriate equipment and support are available to the student and it will specify whether the student will receive a financial support and/or a contribution in kind for the placement, which are compatible and the Erasmus+ grant.

Finally, upon completion of the placement, the organisation/enterprise undertakes to issue a Student Placement Certificate corresponding to the section After the Mobility.

This document should be provided within a maximum of 5 weeks after the placement to the student and to the sending institution.

All parties must **sign the section before the work placement**; however, it is not compulsory to circulate papers with original signatures, scanned copies of signatures or digital signatures may be accepted, depending on the national legislation.

Changes to the original learning agreement

The section to be completed during the work placement is **needed only if changes have to be introduced into the original Learning Agreement**. In that case, the section to be completed before the work placement should be kept unchanged and changes should be described in this section.

When changes to the work placement programme arise, they should be agreed as soon as possible with the sending institution.

In case the change concerns an extension of the duration of the work placement programme abroad, the request can be made by the student at the latest one month before the foreseen end date.

All parties must confirm that the proposed amendments to the Learning Agreement are approved. For this specific section, original or scanned signatures are not mandatory and an approval by email may be enough. The procedure has to be decided by the sending institution, depending on the national legislation.

Student placement certificate

Upon completion of the placement, the receiving organisation/enterprise commits to provide to the sending institution and to the student a **Student Placement Certificate** within a period agreed in the section before the work placement, which will be of a maximum 5 weeks after completion of the placement.

The Student Placement Certificate will contain all the elements that are requested in page 5. The actual start and end dates of the placement programme must be included according to the following definitions:

- The **start date** of the placement period is the first day the student has been present at the enterprise to carry out his/her placement. It can be the first day of work, or of a welcoming event organised by the receiving organisation/enterprise or of language and intercultural courses.
- The **end date** of the placement period is the last day the student has been present at the receiving enterprise to carry out his/her placement (and not his actual date of departure).

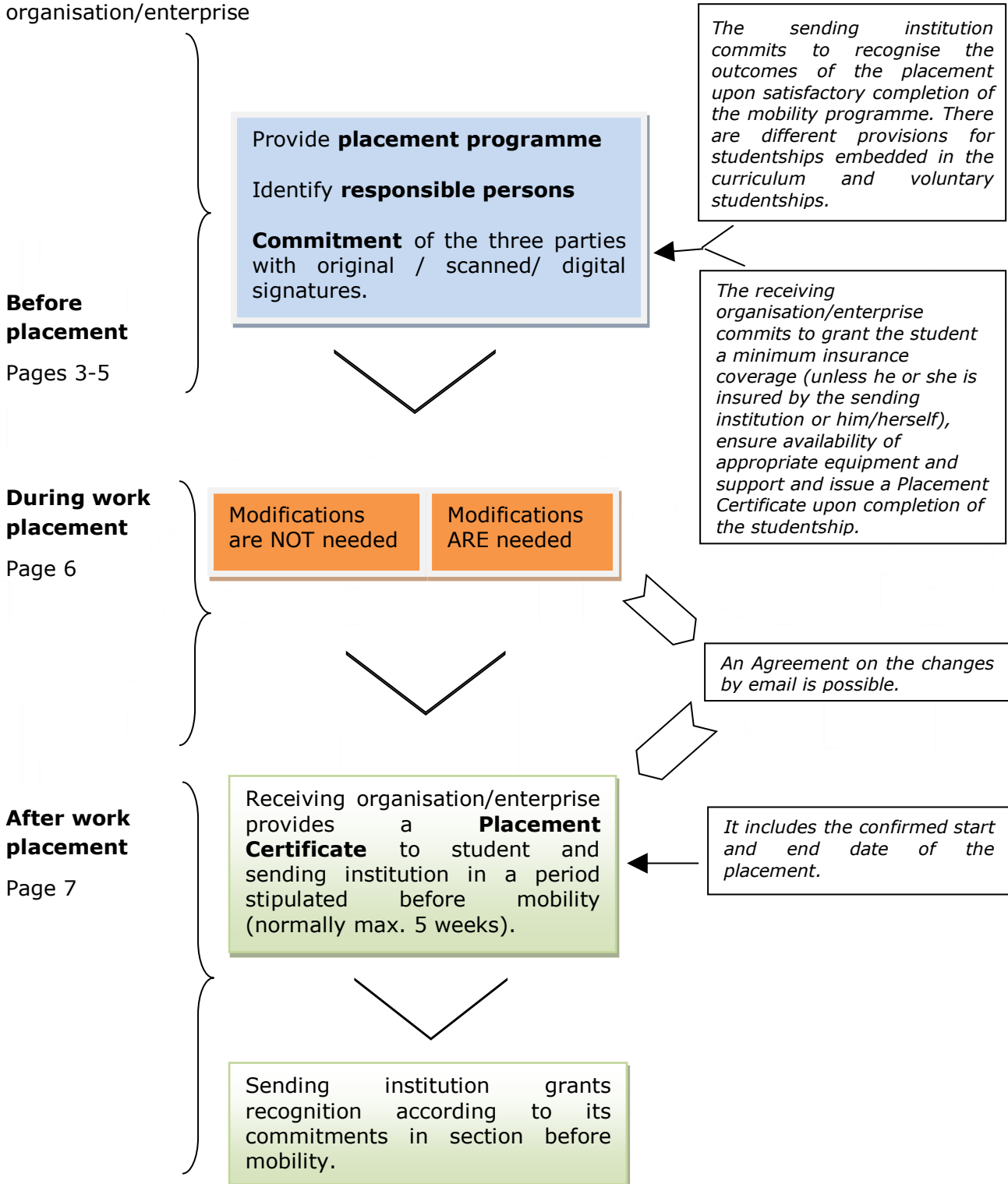
Following the receipt of the Student Placement Certificate, the sending institution commits to issue a **Transcript of Records** if the placement was embedded in the curriculum or if it had committed to do so before the work placement. The sending institution will provide to the student the Transcript of Records normally within five weeks and without further requirements than those agreed upon before the work placement. Therefore, when it was foreseen to recognise the placement with a certain number of ECTS, there should not be further requirements in this regard; however, the student may have to write a final report or undergo an interview only for the purposes of setting a grade (if it was initially requested in the Learning Agreement).

The Transcript of Records will contain at least the information that the sending institution committed to provide before the work placement in the Learning Agreement (a record of it in a database accessible to the student is also acceptable).

In addition, the placement will be recorded in the student's Diploma Supplement, except when the student is a recent graduate. In that case, it is recommended to record the placement in the student's Europass Mobility Document and it should in every case be done if the sending institution committed to do so before the work placement.

6. Steps to fill in the Learning Agreement for Student Work Placements

Pages 1-2 – Information on the student and the sending and receiving organisation/enterprise



7. Checklist for the evaluation and review of partner experiences

The following tables set out several recommendations for the whole evaluation and review process and provides some reasoning behind the need to understand the issues and for using different assessment methods.

Activity	Explanation	How to evaluate
Were there clear objectives in place from the outset?	<ul style="list-style-type: none"> • Did all main parties (HEI/employer/student) understand the meaning and purpose of 'dual learning'? • Did the HEI and the company agree what was required and how to go about providing meaningful work to the student during the period of the 'placement'? • If misunderstandings were revealed during the period of collaboration, were these resolved and what can be changed to avoid similar future problems? 	<ul style="list-style-type: none"> • Questionnaire #1 applied 1 month after programme begins [timeframe to be agreed by EuroDualE partners] – HEI/department & company • Questionnaire #2 undertaken at the end of the programme – HEI/department & company • Ongoing dialogue between parties
Were learning agreements clearly stated and agreed by all parties?	<ul style="list-style-type: none"> • The learning agreement, signed by the HEI, the company AND the student, is an important document and should therefore be written in a clear way which sets out the objectives and the work being provided. 	<ul style="list-style-type: none"> • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
Was there an ongoing dialogue between the HEI and the company prior to the programme commencing and during the programme?	<ul style="list-style-type: none"> • Maintaining contact between the parties throughout the programme is important to ensure problems are easily resolved and positive issues identified and fed back to each of the parties, particularly the student. 	<ul style="list-style-type: none"> • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
Was the calibre of the student sufficient to meet the expectations of	<ul style="list-style-type: none"> • You are encouraged to consider existing skills and competencies of the student. So, for example, did the student have sufficient 	<ul style="list-style-type: none"> • Questionnaire #2 undertaken at the end of the programme –

Activity	Explanation	How to evaluate
the company?	<p>technical skills to understand the workplace activities and production processes?</p> <ul style="list-style-type: none"> • What cultural skills did the student have when they arrived onsite? • Did they appear interested in the work? 	HEI/department & company
Is there a particular area within the existing degree programme that could be enhanced to provide students with the necessary skills?	<ul style="list-style-type: none"> • Did the 'placement' highlight any areas of knowledge that students should or would be helpful to have prior to commencing work? 	<ul style="list-style-type: none"> • Ongoing dialogue between parties • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
What further measures could or should be introduced to improve the experience on the part of the company?	<ul style="list-style-type: none"> • The company is involved at the business end of the learning programme and therefore it is critical that the company is able to highlight areas that they would like to see improved, whether in the degree programme, the dialogue between parties or the 'placement'. 	<ul style="list-style-type: none"> • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
Was the company trainer/mentor sufficiently able to provide the oversight and mentoring skills the student required?	<ul style="list-style-type: none"> • The company trainer/mentor should be fully aware of the importance of their role in developing the skills of the student. • Is there anything the company or trainer/mentor felt they could have benefit from beyond the training they received prior to commencement of the 'placement'? 	<ul style="list-style-type: none"> • As the trainer/mentor is part of the company, it is expected that ongoing intra-company dialogue will fulfil part of this role. • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
Was the HEI contact (lecturer or a nominated member of staff) sufficiently	<ul style="list-style-type: none"> • In order for the programme to work to its fullest degree, the member of staff within the HEI/department should have a 	<ul style="list-style-type: none"> • Ongoing dialogue • Questionnaire #2 undertaken at the end of the

Activity	Explanation	How to evaluate
aware of production processes?	good level of awareness of the needs of the company (if they are a nominated person, but not a lecturer) and the production process (if they are a lecturer).	programme – HEI/department & company
At any time, was a third party called upon to offer advice on setting up the programme or to intervene in the programme to resolve difficulties or issues that arose?	<ul style="list-style-type: none"> • Third party involvement can be invaluable in order to provide an external level of quality control. • External party involvement can help to resolve problems 	<ul style="list-style-type: none"> • Ongoing dialogue • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
Would the HEI or the company recommend the programme to other HEIs or companies?	<ul style="list-style-type: none"> • Raising awareness of the programme is integral to its longevity and availability, so knowing whether students would likely recommend the programme is important 	<ul style="list-style-type: none"> • Questionnaire #2 undertaken at the end of the programme
Were <i>transnational</i> arrangements undertaken easily or were there problems which arose?	<ul style="list-style-type: none"> • Transnational work placements add processes which need to be taken account of. For instance: <ul style="list-style-type: none"> ◦ Did the student have sufficient language skills for the destination country? ◦ Was the student sufficiently culturally aware of the destination country? ◦ Was the recipient company culturally aware of the needs of the student? 	<ul style="list-style-type: none"> • Ongoing dialogue – company-HEI, HEI-student & company-student • Questionnaire #1 applied 1 month after programme begins [timeframe to be agreed by EuroDuaLE partners] – HEI/department & company • Questionnaire #2 undertaken at the end of the programme – HEI/department & company
How easily did the student adapt to the culture of the host company and region/nation?	<ul style="list-style-type: none"> • Being able to review the adaptability of individual students to the various company and regional cultures allows HEIs and businesses to provide a bigger picture of the issues 	<ul style="list-style-type: none"> • Ongoing dialogue • Questionnaire #2 undertaken at the end of the programme – HEI/department &

Activity	Explanation	How to evaluate
	and benefits that may arise.	company
Were there any particular issues that arose between the HEI and the employer due to the transnational collaboration?	<ul style="list-style-type: none"> It is important to ensure that at ALL stages, the processes went as smoothly as possible, so it is good practice to understand at what stage and how programmes could be improved. 	<ul style="list-style-type: none"> Ongoing dialogue Questionnaire #2 undertaken at the end of the programme – HEI/department & company

8. Evaluation and review of student experiences

Activity	Explanation	How to evaluate
Were there clear objectives in place from the outset?	<ul style="list-style-type: none"> Did the student understand the meaning and purpose of 'dual learning'? Did the student understand what was required during the period of the 'placement'? If the student had any misunderstandings during the period of collaboration, were these resolved and what can be changed to avoid similar future problems for students? 	<ul style="list-style-type: none"> Student assessment #1 applied 1 month after programme begins Student assessment #2 – end of the year Assessment #3 – end of the programme Ongoing dialogue between the student and HEI and also the student and employer for the period of the 'placement'
Was the learning agreement clearly written and explained?	<ul style="list-style-type: none"> The learning agreement, signed by the HEI, the company AND the student, is an important document and should therefore be written in a clear way which sets out the objectives and the work being provided. 	<ul style="list-style-type: none"> Student assessment #1 applied 1 month after programme begins Student assessment #3 – end of the programme
Was an ongoing dialogue between the HEI and the student maintained throughout the programme?	<ul style="list-style-type: none"> Maintaining contact between the parties throughout the programme is important to ensure problems are easily resolved and positive issues identified and fed back to each 	<ul style="list-style-type: none"> Logbook Assessment #2 – end of the year Student assessment #3 – end of the programme

Activity	Explanation	How to evaluate
	of the parties, particularly the student.	
Did the student feel they had sufficient technical and transversal skills to meet the expectations of the company?	<ul style="list-style-type: none"> Graduate is encouraged to consider their skillsets in light of the work-based element. So, for example, did the student feel they had sufficient technical skills to understand the workplace activities and production processes? What cultural skills did the student have when they arrived onsite? Did they appear interested in the work? 	<ul style="list-style-type: none"> Logbook Student assessment #3 – end of the programme
Did the student feel there was a particular aspect of their existing degree programme that could be enhanced to improve their technical skills and employment prospects?	<ul style="list-style-type: none"> Did the 'placement' highlight any areas of knowledge that students should or would be helpful to have prior to commencing work? 	<ul style="list-style-type: none"> Logbook Student assessment #3 – end of the programme
What did the student think of the programme overall?	<ul style="list-style-type: none"> The company is involved at the business end of the degree programme and it would be beneficial to gain insights from the student to highlight areas that they would like to see improved, whether in the degree programme, information they received prior to starting the 'placement', the learning agreement and while participating in the 'placement'. 	<ul style="list-style-type: none"> Logbook (for developing thoughts and issues) Student assessment #3 – end of the programme
Was the company trainer/mentor sufficiently able to provide the oversight and mentoring skills	<ul style="list-style-type: none"> Did the student feel that the company trainer/mentor was able to develop the skills of the student? Is there anything the student felt they could have benefitted 	<ul style="list-style-type: none"> Student assessment #2 – end of the year

Activity	Explanation	How to evaluate
the student required?	from that was missing from the 'placement'?	
Did the student think that the HEI contact (lecturer or a nominated member of staff) was sufficiently aware of production processes?	<ul style="list-style-type: none"> For the programme to work to its fullest degree, the member of staff within the HEI/department should have a good level of awareness of the needs of the student, the company (if they are a nominated person, but not a lecturer) and the production processes (if they are a lecturer). 	<ul style="list-style-type: none"> Ongoing dialogue/logbook Student assessment #2 – end of the year
At any time, was a third party called upon to offer advice or assistance to the student or to intervene in the programme to resolve difficulties or issues that arose?	<ul style="list-style-type: none"> Third party involvement can be invaluable to provide an external level of quality control or offer impartial advice. External party involvement can help to resolve problems for students when the HEI or company feel unable to assist. 	<ul style="list-style-type: none"> Ongoing dialogue/logbook Student assessment #2 – end of the year Student assessment #3 – end of programme
Would the student recommend the programme to other students?	<ul style="list-style-type: none"> Raising awareness of the programme is integral to its longevity and availability, so knowing whether students would likely recommend the programme is important 	<ul style="list-style-type: none"> Student assessment #2 – end of the programme
Did the student feel the transnational process was undertaken easily or were there problems which arose?	<ul style="list-style-type: none"> For instance: <ul style="list-style-type: none"> Did the student feel they had sufficient language skills for the destination country? Did the student receive any cultural awareness training of the destination country prior to the commencement of the 'placement'? Did the student feel the recipient company had sufficient cultural awareness of the needs of the student? 	<ul style="list-style-type: none"> Ongoing dialogue/logbook – student-HEI & student-company Student assessment #2 – end of the year Student assessment #3 – end of the programme

Activity	Explanation	How to evaluate
Did the student feel able to adapt easily to the culture of the host company and region/nation?	<ul style="list-style-type: none"> • Being able to review the adaptability of individual students to the various company and regional cultures allows HEIs and businesses to provide a bigger picture of the issues and benefits that may arise. • What could be undertaken to improve the student experience? 	<ul style="list-style-type: none"> • Ongoing dialogue/logbook • Student assessment #3 – end of the programme
Were there any particular issues for the student that arose during the transnational work placement which were not previously considered?	<ul style="list-style-type: none"> • It is important to ensure that at ALL stages, the processes went as smoothly as possible, so it is good practice to understand at what stage and how programmes could be improved. 	<ul style="list-style-type: none"> • Ongoing dialogue/logbook – student-HEI & student-company • Student assessment #3 – end of the programme

9. Piloting assessment questions for students

Dimension/indicator	Phase	Target group	Question	Answer
Satisfaction assessment	Post-pilot	Students	Q1. My EuroDualLE programme is well aligned with my curriculum, my development goals and my learning needs.	(min=1; max=4) 1= Strongly disagree 2=Disagree 3= Agree 4=Disagree 5=Don't know (=0)
Satisfaction assessment	Post-pilot	Students	Q2 The University was able to effectively monitor (and support) the implementation of my training period in the company	(min=1; max=4) 1= Strongly disagree 2=Disagree 3= Agree 4=Disagree 5=Don't know (=0)
ICT skills	Pre-pilot and Post-pilot	Students	Q3. I can demonstrate this competency now <ul style="list-style-type: none"> • Produce text using a word processing programme • Edit digital photographs or other graphic images • Edit online text containing Internet links and images • Create a database • Email a file to someone/another student/teacher/colleague • File electronic documents in computer folders and subfolders • Use spreadsheet programmes • Use a spreadsheet to plot a graph • Create a presentation with animations • Create a multimedia presentation (text, graphics, 	For each item 1= Not at all 2= Rarely 3= Often 4= Very Often 5. Don't know (=0)

Dimension/indicator	Phase	Target group	Question	Answer
			video ...) <ul style="list-style-type: none"> • Participate in a discussion forum on the Internet • Create blogs or web sites and maintain them • Install software on my computer • Participate in social networks and use most of their features • Judge the reliability of information found on the Internet 	
Soft skills	Post-pilot	Companies	Q4. The student can now demonstrate this competency <ul style="list-style-type: none"> • Identifies own strengths and limitations • Seeks opportunities for self-development • Takes initiative to clarify own responsibilities and accountabilities with others. • Takes on different responsibilities to enhance learning. • Applies 'lessons learned' to new situations. • Seeks feedback about their impact on others. • Maintains confidentiality. • Maintains wellness by balancing work demands with personal priorities. • Manages stressors to remain engaged and productive. • Demonstrates effective time management skills. 	For each item 1= Not at all 2= Rarely 3= Often 4= Very Often 5. Don't know (=0)
Learning skills	Post-pilot	Students	Q5. After this experience, I think that: <ul style="list-style-type: none"> • I can concentrate more on my learning • I try harder in what I am learning • I feel more autonomous in my learning (can repeat 	For each item 1= Not at all 2= Rarely 3= Often

Dimension/indicator	Phase	Target group	Question	Answer
			<p>exercises if needed, explore in more detail topics I am interested in, etc.)</p> <ul style="list-style-type: none"> • I understand more easily what I learn • I remember more easily what I've learnt 	<p>4= Very Often 5. Don't know (=0)</p>