

Handbook for Transnational Dual Learning

A Guide to Implement Transnational Dual Learning in Higher Education

What is the Handbook?

- The Handbook is a tool to help design a degree programme based on the EuroDuaLE Dual Learning Model.

To whom is the Handbook addressed to?

- The Handbook is mainly directed to people in **Higher Education Institutions (HEIs)** and **companies who are willing to design a Dual Learning programme**. It is for everyone who has an interest in a high-skilled workforce and its training, that is **HEIs, companies, collective bodies**, and indirectly, **students**, who are the main target group of the project.

What is the aim of the Handbook?

- In the view of addressing the mismatch between graduate profiles and workforce demand, the Handbook helps you to **develop a Dual Learning programme** that meets the needs of degree students/future workers and companies, yet, retaining a solid theoretical basis for a broader array of knowledge and skills amongst the graduate population.

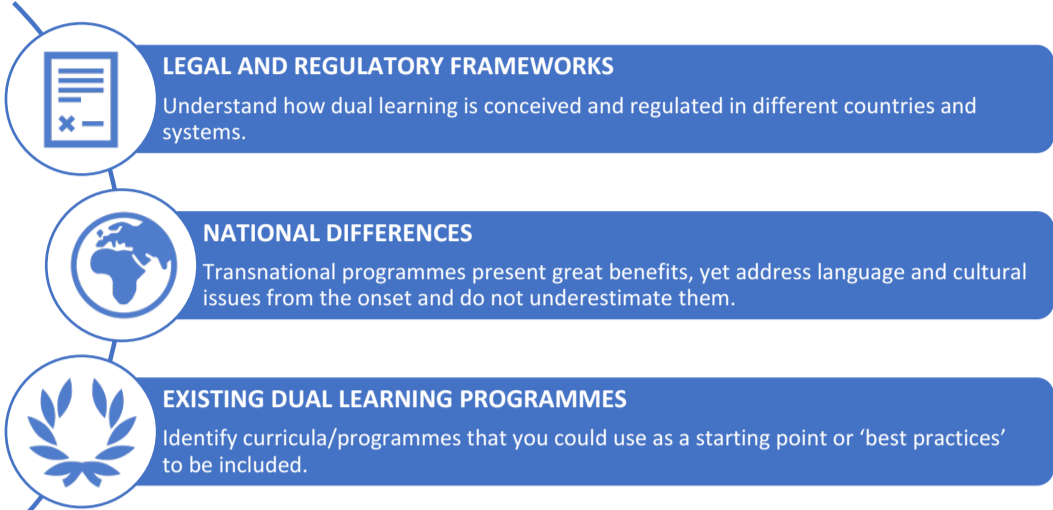
How is the Handbook organised?

- The Handbook guides you through **4 main phases**: 1) **Stocktaking and Diagnostic**, 2) **Design and Preparation**, 3) **Implementation and Monitoring**, 4) **Evaluation and Review**. It also includes a **Toolkit** section serving as a support to address specific phases of the programme design and implementation.

1 Stocktaking & Diagnostic

It is the starting phase of the process. It aims at identifying the issues you will have to address to create and develop a degree programme based on the EuroDuaLE Dual Learning Model. You will be encouraged to examine the current programmes related to your sector and occupation. You will then be able to decide whether to revise and improve an existing degree programme or to create a new one.

The Stocktaking and Diagnostic phase consists of a thorough **BACKGROUND RESEARCH** to identify areas of degree programmes that need revision. You should focus on occupational and professional competences and profiles, student work readiness and related skill mismatch and demand.



You should also consider the following:

- potential partners
- general goals
- evaluation of the costs
- selection and training of tutors
- naming of a Project Coordinator
- time evaluation
- length and type of placements
- problem solving
- conflict resolution

COLLABORATION is crucial from the early stages for the success of the process. Collaboration and communication between the parties continue through the implementation stages and into the final stages.

2 Design & Preparation

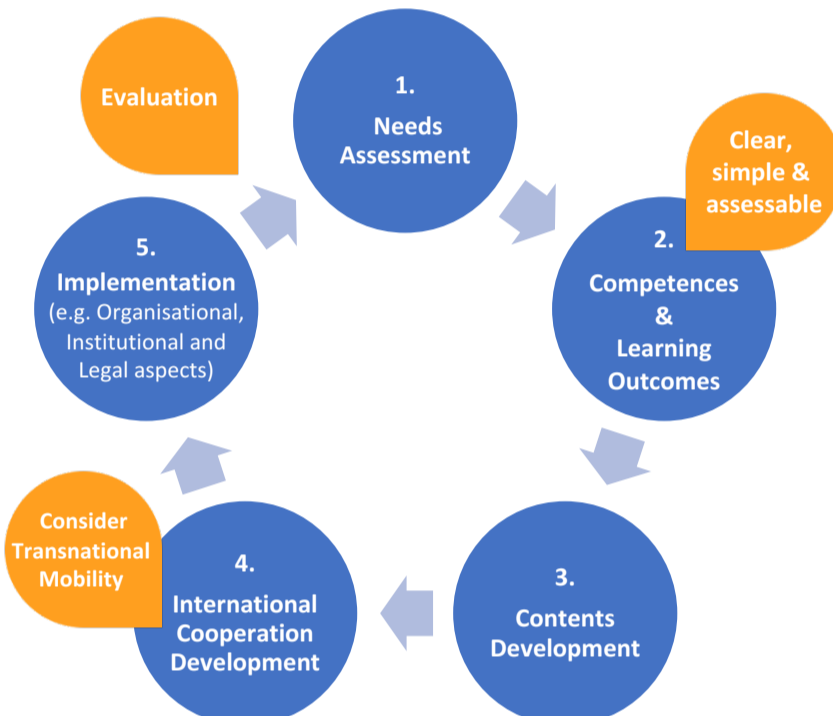
Following the Stocktaking and Diagnostic phase, you can then decide whether to adapt an existing programme or create a new one. To design and prepare it, you should go through the following process: needs assessment, definition of competences and learning outcomes, development of contents, development of international cooperation and implementation.

After the Stocktaking and Diagnostic phase, you will determine whether to:

- REVISE an EXISTING PROGRAMME:**
It is essential to know what is successful and which are the areas that should be enhanced, improved, and/or newly introduced.
- CREATE a NEW PROGRAMME:**
It includes the following:
 - Development of graduate profiles and competences;
 - Development of curricula and study modules.

NOTE: Always involve stakeholders during all stages of the Design and Preparation phase

COORDINATION and COMMUNICATION between the parties and stakeholders in this phase should be clear and the division of work well defined: nominate a **Programme Coordinator** and elaborate **Collaboration Agreements**.

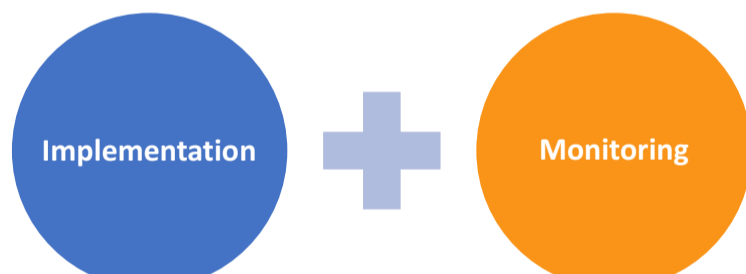


Remember to develop a handbook and to use action-oriented methods, like case studies, role-plays and field studies.

3 Implementation & Monitoring

The Implementation and Monitoring phase shifts the focus from the preparatory stages to beginning the programme. To ensure a smooth and successful EuroDuaLE experience, implementation and monitoring should operate hand-in-hand as part of your ongoing dialogue with partner organizations, students and all the stakeholders who are centrally involved in the programme.

Implementing a dual learning programme requires **building** the channels for dialogue between **all** the partners. Checks must be carried out to ensure appropriate health and safety measures.



Take also into account the **EuroDuaLE Charter**, the **Learning Agreement**, and the **Collaboration Agreement**.

Monitoring should be shared and ongoing. However, overall responsibility for the monitoring will mainly lie within the HEIs, as it will mostly have mechanisms for that already.

The most important tool for monitoring is the **weekly logbook**, which has to be completed by the student, the academic tutor and the company tutor.

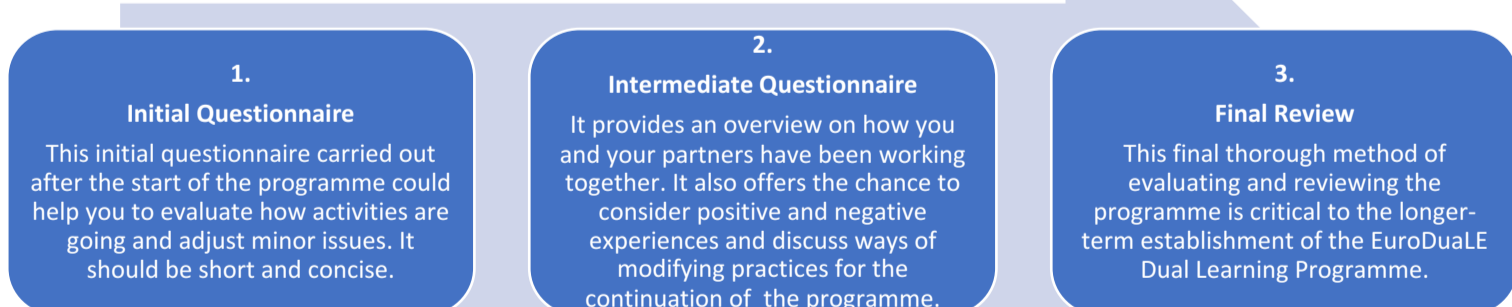
In a **CONFLICT RESOLUTION**, you should decide whether to bring in a third party, if the individual parties concerned are not able to solve the conflict. Also, to prevent conflicts and assure good communication, a student should possess adequate language skills and cultural awareness.

SHARING of RESPONSIBILITIES between HEIs and companies is essential to ensure a smooth implementation and monitoring of the programme, considering that both parties are involved in providing the knowledge and developing skills.

4 Evaluation & Review

This phase offers the opportunity to evaluate and review the EuroDuaLE Dual Learning Programme. It is necessary for all the key partners involved. It could be directly undertaken by the partners or conducted by a relevant external lead institution. You could consider using existing HEIs quality control procedures to assess the strengths and weaknesses of the programme.

3 stages of the Evaluation and Review process:



DISTRIBUTION of the evaluation and review results amongst the partners serves to create a strong education-industry relationship. It is also a good practice to share them with relevant external stakeholders and provide the case for expanding the programme.

- Key aspects:
- development of a positive evaluation feedback loop
 - use of informal and formal evaluation procedures
 - sharing of the programme evaluation results with partners

Toolkit

The Toolkit section provides with additional tools supporting the smooth preparation, running and assessment of the EuroDuaLE Learning Programme. For example, the Toolkit includes the following:

- EuroDuaLE Charter for Dual Learning in Higher Education
- Overview of the Mobility Phases
- EuroDuaLE Dual Learning Programme Collaboration Agreement
- EuroDuaLE Learning Agreement for Student Work Placement (including the Proposed Work Placement Programme, Responsible Persons, Commitment of the Three Parties, and a During-Placement and After-Placement section to be filled)
- Guidelines for filling the Learning Agreement for Student Work Placement
- Student Weekly Logbook (different types of templates to be filled by Students, Academic Tutors, and Company Tutors)
- Student Virtual Mobility Logbook
- Student Physical Mobility Logbook
- Checklist for the Evaluation and Review of partner's experience
- Checklist for the Evaluation and Review of student's experience
- Piloting Assessment Questionnaire for students

The goal of the EuroDuaLE – European Cooperative Framework for Dual Learning project - is to develop an integrated transnational dual learning design framework, in which Higher Education Institutions and relevant stakeholders in the labour market establish a synergy and provide students with new or expanded education, combining formal and on-the-job training, physical and virtual mobility: in other words, students are provided with both a Dual Learning and an international experience. The project focuses on the tertiary education level, which, according to the International Standard Classification of Education (ISCED), includes short-cycle tertiary education, bachelor's, master's, doctoral or equivalent level.