

# Methodological and Practical Handbook for European Dual Learning Mobility

## Before you start

The **Theoretical & Practical Handbook** is a tool to design a Degree Programme based on the EuroDuaLE Dual Learning Model. It is not a “one-size-fits-all” approach, but a way to undertake the complex operation of designing quality Dual Learning Programmes. By following the steps of these Handbook, you will learn how to design, implement, and evaluate a Dual Learning Programme based on the EuroDuaLE Model.



### What are the main advantages and the potential benefits of a EuroDuaLE Dual Learning Programme?

#### STUDENTS:

Improvement of their education and of their chances of better employability.

#### HIGHER EDUCATION INSTITUTIONS:

Providing their students with a better preparation for their future professional lives and designing curricula with greater transversal skills and competences.

#### COMPANIES and EMPLOYERS:

Collaborating in the design of the entire curricula with the HEIs and training people with the required skills and competences.

#### ECONOMY and the SOCIETY:

Reducing the mismatch between the competences provided by HE and those required by the labour market

## Design your Dual Learning Programme

You will start by considering whether to **REVISE AN EXISTING DEGREE PROGRAMME** or to **CREATE A NEW ONE**. A high quality Dual Learning experience in Higher Education can be realised more effectively if it is a completely new experience, in which all actors involved plan together all the activities of the curricula. Connection with companies is of the utmost importance to ensure quality in a Dual Learning context. HEI and the companies will define the Learning Outcomes of the Dual Learning Programme together.



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#### PROGRAMME DEVELOPMENT

- Clarify goals and objectives
- Choose general and specific subjects to be included
- Identify proper didactical teaching and learning approaches
- Set the basis for International Cooperation and Transnational Mobility

#### COMPETENCES & LEARNING OUTCOMES DEFINITION

- Skills and knowledge expected by students
- Didactical teaching and learning approaches
- Reflect students degree programme
- Possible relevant career options
- Clear, simple, and assessable

#### CONNECTION WITH COMPANIES

- Establish early communication with stakeholders, e.g. by staging workshops
- Disseminate the objectives and advantages of Dual Learning Programmes
- Consider adapting future programmes to the main needs of the companies

#### NEEDS ASSESSMENT

- Identify which components you might want to include to fully develop Dual Learning
- Conduct studies on the business sector in the area
- Consider feedbacks from relevant student/alumni surveys
- Understand the essential issues to ensure quality in your study programme

## Implement your Dual Learning Programme

The following stage in developing a EuroDuaLE based Dual Learning Programme is the implementation of the study programme. Setting out a **clear coordination** is essential to ensure that the new programme runs as smoothly as possible. The HEI and the company could then formally establish their collaboration by signing the **EuroDuaLE Charter**, including the principles that inspire the programme, and a **Collaboration Agreement** with the Dual Learning Programme details. The students who would like to undertake the so-defined study programme will have to sign with the HEI and the concerned company a specific **Learning Agreement**.



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#### PROGRAMME COORDINATION

- Define clear lines of exclusive and shared responsibilities between the HEI and the company
- Elaborate efficient communication strategies for ongoing dialogue with the concerned stakeholders
- Appoint a Project Coordinator, HEI tutors, and company mentors

#### THE COLLABORATION AGREEMENT

- In line with the **EuroDuaLE Charter**, the charter of Dual Learning Programme principles
- Agreed and signed by the HEI and the company/organization
- Clarify any issue related to the implementation of the Dual Learning Programme, e.g. roles, and responsibilities of the parties involved, time schedule, legal conditions, cooperation procedures, etc

#### STUDENTS INVOLVEMENT and RECRUITMENT

- Stimulate the interest and increase visibility amongst the potential student population
- Provide information, so that students can be aware of the terms and conditions of the Dual Learning Programme and of the Collaboration Agreement and make informed decisions about the choice of the course

#### THE LEARNING AGREEMENT

- Based on the Collaboration Agreement
- Agreed and signed by the HEI, the company, and the student
- Define the work placement programme and conditions of the student

## Monitor and Evaluate your Dual Learning Programme

Evaluation has a crucial role in defining and implementing Dual Learning Programmes, especially in transnational contexts. It consists in **measuring the effects of a learning programme** in all the stakeholders involved. Its goal is to learn from the evaluated activities, in order to monitor them and constantly design an effective Dual Learning Programme. An accurate evaluation process has the purpose of understanding the strengths and weaknesses of the particular programme and offer ideas for future improvements.



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#### FINAL EVALUATION PHASE [FORMAL]

- Technical and transversal skills development
- Connection between curriculum and work experience
- Effectiveness of transnational aspect

#### MID-TERM MONITORING and EVALUATION PHASE [INFORMAL]

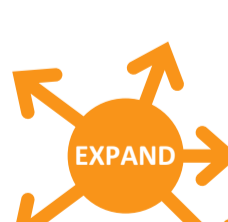
- Contents and activities clearness
- Helpfulness of HEI tutor and Company mentor in problem-solving
- Quality of tutor in monitoring and mentoring students activities

#### INITIAL MONITORING and EVALUATION PHASE [FORMAL]

- Clearness of language use in the Learning Agreement
- Collaboration among HEI - Company - Student

## Mainstream your Dual Learning Programme

The results of evaluation and monitoring activities are essential to set out recommendations for the mainstreaming of Dual Learning Programmes so to multiply the effect of international dual learning. Showing the benefits of international dual learning is essential for the mainstreaming, but do not forget to address various challenges that are working against it.



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#### SHOW BENEFITS

- Formulate benefits in a “S.M.A.R.T.” way:
- Specific – target a specific area for improvement
  - Measurable – quantify or at least suggest an indicator of progress
  - Assignable – specify who will do it
  - Realistic – state what results can realistically be achieved with available resources
  - Time-related – specify when results can be achieved

#### FACE CHALLENGES

- HE professors skepticism on company based training
- Students' expectations
- Misunderstanding of Dual Learning as a synonym of Internship
- Absence of Dual Learning policies in many countries
- Syllabus constraints as subject to the Ministry of Education approval
- Logistics barrier
- Legal issues

#### EXPAND DUAL LEARNING EXPERIENCE

- Target more students, find more companies, involve other fields of study
- Empower students to describe their learning wishes and help them to find a company willing to host dual learning
  - Design concrete programs with companies and open them to students to subscribe to
  - Extend the EuroDuaLE approach followed in the pilot phase to different study programmes