

# **EuroDuaLE**

## **INTELLECTUAL OUTPUT 5**

### **Methodological and Practical Handbook for European Dual Learning Mobility**

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# Introduction

## Discover Dual Learning and Its Benefits

This 'Methodological and Practical Handbook' has been produced within the Erasmus+ project named *EuroDualLE – the European Cooperative Framework for Dual Learning (2015-2018)*. The project focused on the increase of competences and skills for higher education students through the development of a transnational dual learning design framework, in which dual learning programmes combine theoretical and on-the-job training and offer work-based experiences abroad.

Dual learning is defined as education or training combining periods of formal learning in an educational institution or training centre and on-the-job training in the workplace. In the EuroDualLE model, dual learning refers to higher-level learning which takes place both in a HEI and a company through a collaborative programme aimed at providing students with competence-rich education enhanced by the transnational dimension.

The main advantages and potential benefits of Higher Education dual learning programmes for all stakeholders – students, HEIs, companies and the society – are quite self-evident. In particular:

- For students, the main benefit is the improvement of their education and therefore employability. Dual learning is aimed at equipping young people with skills – both soft and hard, transversal and technical – with a lifelong value.
- For Higher Education institutions, the main advantage would be to better prepare their students for their future professional lives by designing curricula delivering knowledge, skills and competences required by the labour market.
- For companies and employers, the main advantage of the dual learning would be to participate in the design of the entire curricula together with the HEIs, get in touch with high-skilled, talented and creative young people and train them with the skills and competences they require. This would also allow companies to that may effectively enter the company afterwards, since) reduce the cost of recruiting, since students have been trained there and therefore they will be immediately "productive".
- For the economy and the society, the development and spread of dual learning programmes will contribute to the reduction of the mismatch between the competences provided by higher education and the competences required by the labour market. This will enhance employability, allowing highly educated people to enter the labour market with the skills and competences that companies need, giving therefore from the start a personal contribution to the production process, promoting technical and organisational innovation. This would support and increase economic competitiveness and result in a more

dynamic and healthy economic environment, which will benefit all companies.

## **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. It is based on the [Methodological Framework for International Dual Learning](#) and on the [EuroDuaLE Dual Learning Practical Handbook](#) which are available and could both be helpful to you if further details are needed.

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 and individual mobility settings. Different economic, social, cultural and legal background determine the specific shape of transnational dual learning experiences.

The Handbook is organised into the following four sections, corresponding to the four main phases:

Section I: Design your dual learning programme

Section II: Implement your dual learning programme

Section III: Evaluate and Monitor your dual learning programme

Section IV: Mainstreaming

**Section I:**  
**Design Your Dual Learning**  
**Programme**



While starting to design a dual learning programme, first of all you have to consider to either work with existing degree programmes or create a new one. According to the rationale of the EuroDuaLE model, a high quality dual learning experience in higher education can be more effectively realised if it is a completely new experience, in which all actors involved plan together all the activities of the curriculum. Secondly, the connection with the companies is of the utmost importance to ensure a quality dual learning situation. Finally, both parties – HEI and companies – will define the learning objectives together.

## 1. Working with Existing Degree Programmes

The first step is to analyse the study programmes in place in the HEI and identify which components the HEI and the organisation/company might want to include in order to develop dual learning fully. To define these components, the internal quality assurance system, careers team and, if the HEI has one, an international office, will likely have results from relevant student and alumni surveys and feedback which can provide key data, such as learning outcomes and assessment criteria. This involves, for example, knowing what are the essential issues to ensure a quality study programme and what can be done to enhance and cultivate areas that are weak or even absent in the programme. When revising the existing programme, it is likely that possible changes will be relatively straightforward, although for some there may be a need to seek relevant institutional approvals. Additionally, discussions with organisations/companies will guarantee that the important elements needed to be revised in the dual learning programme are defined and addressed.

Here are some questions to consider when revising an existing degree programme:

- What are the outcomes that you want to achieve from the revision?
- Based on feedback of students, what can be improved?
- What are the strengths of the existing programme? And the weaknesses?
- In case of a transnational dual learning experience, will another HEI be involved?
- If a second HEI is involved due to the transnational placement, are there any operating issues that need to be addressed?
- What language tuition, if any, will be needed for the student and/or HEI tutor?
- Are there areas of disagreement between the HEI and company/organisation? If so, what is the way forward?
- Is there a good balance in the dual experience of learning at the HEI and the learning at the company/organisation?

- Will the study programme achieve some form of accreditation from the company/organisation?

## 2. Creating a New Degree Programme

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 all parties rather than to revise existing degree programmes.

You will need to develop graduate profiles and competences. These profiles and competences can then form the basis for the development of curricula and study modules.

Knowing that HEIs will have their own processes for creating new degree programmes, which need to be followed and 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 where stakeholders should be involved in all stages to ensure the programme operates smoothly and is meeting your needs and expectations.

The cycle includes the following phases:

- Needs assessment
- Description of the competence/learning outcomes: describe simply and clearly which are the main learning outcomes of the desired dual learning programme (including transversal skills to be developed in cooperation between HE and employer). The nature of the learning outcomes must not only reflect the degree programme, but also be relevant to the possible career or occupation destinations
- Development of goals and objectives: clarify the balance between educational and employment aims, have clear ideas on what form of dual learning is desirable for a given study programme and years of courses
- Development of contents: consider what general subjects to include and what additional subject-specific topics you feel would benefit the student
- Development of methodical approaches: you will need to identify different didactical teaching and learning approaches and regulations as well as assessment methods 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. Remember to keep a student-centred learning/teaching approach
- Development of international cooperation concepts: take into consideration the mobility element (including the language competence/training requirements, travel and accommodation)

- Implementation of:
  - Organisational aspects: consider the timeline by which the new programme begins operating, the basic structure of dual learning (the form of work-based experience implementing the dual learning, how long, in which period of the study programme, with which “alternance rhythm” between classroom and workplace, in which kind of organisation and function, and in individual or group format) and who is responsible for what: specifically what is done by the HEI, what is done by the Employer/Enterprise, what is expected by the student and what is done together must be defined
  - Institutional aspects: consider the theoretical and vocational knowledge and skills required of the HEI, the occupation/sector and the students
  - Technical aspects: consider technical aspects such as the support of ICT especially if the programme has a virtual component
  - Legal aspects (including health and safety issues and adequate insurance cover): verify the basic legal, economic and organisational feasibility conditions of the experience that obviously include a first estimation of expected costs and benefits and the identification of a preliminary financing strategy
  - Communication and cooperation: coordination between the parties is essential and the clearer the roles and division of labour, the more positive outcomes can be expected. Both internal and external communication are vital to the programme success. It is also important to define the form of the cooperation agreement (it can be a combination of bilateral agreements or bilateral and trilateral agreements. It depends on how national legal systems regulate each kind of work-based experience implemented within the dual learning programme)
  - Accreditation
  - Introduction/implementation of the curricula/piloting
- Evaluation: both the academic element and the professional element should be considered

Although it is perfectly conceivable that a HEI designs and evaluates a dual learning programme almost “alone”, and the employer may intervene only in the implementation phase, for the success of the programme itself EuroDuaLE suggests that collaboration is applied to all the phases of development, from joint macro-design of the dual learning programme to joint evaluation of learning outcomes and programme results.

### **3. Connect with Companies**

One of the first steps in the project should be to establish contacts with companies. These connections can be very helpful for all further steps in which companies are involved as well as for the practical phases. Making and maintaining contacts may be one of the most difficult tasks and it is thus important to start the communication with external stakeholders as early as possible.

However, companies are not the only relevant stakeholders; contributions of university groups, employer bodies, trade unions and chambers of commerce can offer important theoretical input or practical possibilities for your programme. To explore the possibilities of working with these stakeholders, it is recommended to consider setting up workshops and organising meetings at an early stage of development of your programme. Both local companies and companies with an international presence should be included, taking into account the globalizing nature of the markets, promoting the transnational approach to dual training.

To encourage the involvement of companies, a strategy should be developed to disseminate the objectives and advantages of your undertaking and the type of dual education and training. To emphasise all advantages, it is essential to underline the role of the companies in this project and their impact on the process, as they can select candidates according to their ideas and needs and take part in designing the practical phase.

The establishment of connections with companies may be facilitated by cooperating with HEI career services, as they are vital sources of information and will have knowledge of potential employers and the skills employers seek. Contacting the career services could provide you with a valuable asset. To successfully manage this essential part of the project, your university should develop a network of collaborating companies which are willing to enter into a real and serious commitment to dual learning and to its crucial role in the achievement of the programme.

The recruitment of innovative business sectors or start-ups that are located in emerging productive areas should be considered as well, as they often view as a valuable resource the participation of young people and students and the associated influx of original and new ideas and strategies that are untouched by traditional uses, ways and styles of work.

Furthermore, it is recommended to utilise existing links between HEI departments/schools and the industry, using them to create the basis for a collaborative dual learning framework. These companies which collaborate or have any kind of relationships with the university can be contacted to see whether they are interested in dual learning.

To make more interesting for companies, it should be stressed that the existing programme can be adapted or renewed based on industry feedback that is considered and integrated into the programme design.

During the course of the project's design and implementation, maintaining a continuous contact with these companies is crucial to adapt the practices and studies as much as possible. The concepts that are developed in the university must be steadily re-evaluated and adapted to the main needs of the companies and the labour market requirements.

Coordination between the parties is essential; clear lines of communication and authority must be established from the outset so that each party understands the purpose and direction of the EuroDuaLE dual learning programme and the allocation of activities and responsibilities between the actors involved. The clearer the roles and division of labour, the more positive outcomes are likely to 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 organization, whether by email, phone or virtual meetings.

The mentors of the companies have a leading role and, therefore, they must be trained and their efforts and hours of dedication to the dual learning programmes rewarded.

#### **4. Define Learning Outcomes**

First of all, it is to be debated which kind of courses could be covered in the practical phase and with which contents of the curricula it can be linked. Too often formal learning offered by HEIs is very theoretical and lacks connections with the world of work, especially for humanities and less technical faculties. It is crucial to conduct a cross-sector concept in which all disciplines are able to connect with employers and companies and further implement formal and informal learning in a transnational dual experience. This can be achieved by defining learning outcomes for the chosen study programmes before starting the practical phase. Many aspects should be taken into consideration, starting from the openness of the curricula to integrating the following practical experiences into its theory, the possibility to recognize credits for the piloting activities and the engagement of the academic staff. But overall it is important to look at the course contents and to decide for which of these a dual learning programme abroad makes educational and organisational sense.

As mentioned in the previous section, the defined learning outcomes must not only reflect the degree programme, but also be relevant to the possible career or occupation goals. Learning outcomes should be described in a simple and clear way and be assessable for all stakeholders. It should be included what students are expected to know and what they should be able to do in the practical phase in the chosen company. The student's necessary or new skills and competences should be defined clearly, as well as the possibility of developing them.

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. It might be useful to use the concept of dual learning and blended learning, because combining classroom, virtual and company learning includes various venues of learning. You will also need to identify ways that the programme can create concrete objectives and methodical approaches to take account of these perspectives. Before implementing the programme, it is important to agree on suitable assessment methods for the programme which relate to and bridge the theoretical and practical knowledge involved in the field 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.

As an example, you can find below a tool designed for an effective overview of the defined learning outcomes, linking one chosen course with a practical phase in an HR department. The learning objectives in the course as well as the conditions for the practical phase and the methods for the programme are defined.

Study Course: Master of Science "International Vocational Education" at Otto-Von-Guericke University Magdeburg

Course: "International Project Management"

<b>Learning Objectives:</b>	<b>Conditions:</b>	<b>Methods: Seminars, Webinars, Practical Training</b>
<p>Students shall be able to:</p> <ul style="list-style-type: none"> <li>• Define concepts of action of vocational education and human resource development</li> <li>• Define projects and project management as empirical phenomena and a field of research</li> <li>• Develop occupational competences</li> <li>• Analyse these concepts of action based on a theoretical basis</li> <li>• Experience regular and irregular job situations and gain insight in complexity of work fields</li> <li>• Test concepts of action for projects in practical situations</li> <li>• Apply theoretical knowledge on practical presentation of a problem</li> <li>• Handle work projects and work sequences responsible-minded</li> <li>• Regard and evaluate own actions and behaviour in work processes</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolled in "International Vocational Education", participation in the module "Practical Vocational Studies"</li> <li>• Taking part in the seminar "International Project Management"</li> <li>• Selected company in the requested field of studies</li> <li>• Contract for practical studies</li> <li>• Learning Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar consists of a lecture series including discussions, seminars and practical assignments</li> <li>• Webinars before and after the practical phase with the student and company mentor</li> <li>• Practical training consisting of independent work or co-working on a specific HR project with supervision</li> <li>• Final seminar session in which all students present their work/project and discuss other student's projects</li> </ul>

**Learning situation (as basis for dialogue with institution):**

The students are supposed to be prepared to work on a specific project regarding the company's field of work and/or their department Human Resources. Before the communication with the company begins, students will attend a theoretical seminar in which they are learning the fundamentals of project management and working in a real company. This gained knowledge will be used in the virtual training to further prepare the student for their specific tasks on the defined project. Example of a learning situation: Planning, Preparing and Procedure of an Assessment Centre.



**Section II:  
Implement Your  
Dual Learning Programme**

After designing, the following stage is the implementation of your dual learning programme. To ensure that the new programme runs as smoothly as possible, it is essential that partner organisations operate hand-in-hand and have a constant dialogue with the student and any other stakeholder who is centrally involved in the programme.

## **1. Coordinating the Dual Learning Programme: Defining Roles, Responsibilities and Communication Strategies**

Though subject to the different EU, national and HEIs existing regulatory frameworks, you and your partner organisation(s) have a certain amount of freedom to choose the most suitable procedures, aims, skills and competences you would like to employ. Yet, all parties involved must also ensure they work within clear structures. Therefore, after having defined the partnership, it is important to set into action your plans for coordinating the programme and establish from the outset clear lines of responsibilities.

### **1.1. Exclusive and Shared Responsibilities**

The term 'dual learning' carries with it a change to traditional Higher Education programmes and employment training practices; it implies the co-responsibility between the HEI, the company and any other relevant actor involved to a greater or lesser extent. In this sense, you will need to clearly set out and agree on areas of exclusive and shared responsibilities and on the separation of functions that each party will undertake.

Even in the case when it is a company which promotes the implementation of a dual learning programme, the lead responsibility of the overall process must be carried out by the HEI – which is the ultimate responsible for the study programme and the learning outcomes.

### **1.2. Communication Strategies**

Implementing a dual learning programme requires you to build channels of dialogue and exchange of information between the partners and, in particular, it is essential that the HEI and the company maintain an ongoing and fruitful dialogue.

Holding periodic meetings among the different programme managers is, therefore, crucial. Meetings can be physical or virtual, the latter being of particular benefit in the case of operating transnational programmes. Where appropriate, you could also consider holding meetings with students to assist them in their learning experience and general wellbeing and safety. The use

of the logbook (included in the annexed Toolkit) can play an important role in monitoring general aspects of a student wellbeing and safety.

In addition to these essential periodic meetings, ongoing dialogues could be envisaged through the use of different technological means such as online platforms, emails, messaging, webinars, etc. Planning regular communication channels between HEI tutors and company mentors enables all stakeholders to keep updated on progress and also allows for possible conflict resolution.

### **1.3. The Project Coordinator, the HEI Tutor and the Company Mentor**

To ensure the coordination of the project and sufficient harmonisation between academic and on-the-job learning, you should appoint a person responsible for overseeing the programme, that is a Project Coordinator, most notably from within the HEI department, school or faculty. This person will also manage the communication between the different actors involved and will be in charge of solving any eventual conflict amongst the parties.

It is also necessary to assign a responsible person for students in both the HEI (tutors) and the company (mentors). This responsibility becomes even more important in the case of transnational programmes, as the HEI and the company operate in different countries.

Both HEI tutors and company mentors need to have the necessary skills and competences to carry out this pedagogical and crucial role. The tutors should have previously received a specific training to be responsible for the monitoring and evaluation of the learning process as well as the pedagogical aspects for the students. The training for the company's mentors could be given by a HEI or by any officially recognised institution, such as inter alia, chambers of commerce, VET institutions, business associations or professional colleges operating within the company's home country.

The company and the HEI should ensure the effectiveness of the practical learning received by the students and attend to any special circumstances subject to existing regulations or legislation required for students with disabilities.

The tutor and the mentor should also ensure that both the theoretical and practical learning is appropriate to the level of study and the degree programme. Discrepancies among the tutors-mentors-students should be communicated to the Project Coordinator or, alternatively, to the body responsible for monitoring the learning programme.

## **2. The EuroDuaLE Charter, the Learning Agreement and the Collaboration Agreement**

The EuroDuaLE Charter, the Learning Agreement and the Collaboration Agreement are essential documents and set out mandatory requirements for

the parties, implementing a dual learning programme, based on the EuroDualLE model. They have to be agreed and signed by the main parties involved: the HEI and the company. An example of these three documents is included in the annexed Toolkit.

### **2.1. The EuroDualLE Charter**

The EuroDualLE Charter serves to maintain the overall structure and consistency across the whole dual learning programme, based on the EuroDualLE model. It includes general principles that inspire it and specific principles that the HEI and the company should agree on before, during and after the running of a dual learning programme.

### **2.2. The Collaboration Agreement**

The Collaboration Agreement (CA) is a mandatory document. It is agreed and signed by the HEI and the company/organisation. The CA should clearly reflect the dual learning programme aims. In doing so, it sets out clear lines of authority, the roles and responsibilities of the main parties and the levels of their cooperation. Any issue related to the implementation of the dual learning programme such as the time schedule, the legal conditions and the cooperation procedures should be clarified in the CA.

Areas you might wish to include in the CA are the following:

- Duration of the dual learning programme;
- Appointment of a project coordinator, most likely from within the HEI school or department;
- Appointment of a HEI tutor and of a company trainer/mentor;
- Separation of primary and secondary responsibilities for specific tasks and activities;
- Planning of a communication strategy, i.e. scheduling regular meetings with parties involved, identifying communication channels, etc.;
- Setting quality assurance standards;
- Assessment of students;
- Proposed competences and learning outcomes of the students
- Student preparation courses, such as language and cultural training;
- Dual learning programme degree validation process.

### **2.3. The Learning Agreement**

The Learning Agreement (LA) for students work placements has to be written and agreed in respect of the specific dual learning programme. It clarifies the parties involved, namely: the student, the sending institution and the receiving organization. It also appoints the person responsible for the two organizations and includes the proposed work placement programme. Substantial changes that might occur to any of the information above have to be reported in a dedicated section of the LA.

## **3. Students Involvement**

Once you have formed the partnership and agreed on a plan, you will need to stimulate the interest and increase visibility amongst the potential student population. It is essential to provide them with as much information as possible, so they can make informed decisions about the choice of the course. Students should be aware of the terms and conditions of the dual learning programme and of the collaboration agreement and will need to sign the learning agreement together with the HEI Coordinator and the company trainer/mentor.

To engage the students you might want to work with HEI schools and departments, possibly inviting students to an 'open event'/fair/meeting to present the benefits of dual learning programme in which key partners are also attending 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. Ensure as well that lecturers from other schools and departments are aware of the event, allowing them to see the potential for their own students and HEI.

Moreover, we suggest the involvement of the HEI International Office or equivalent in all cases where there is a transnational element. International Offices will also have a greater understanding of potential costs involved and any national arrangements that might already be in place.

**Section III:  
Evaluate and Monitor  
your Dual Learning Programme**

## 1. Introduction

Evaluation has a crucial role in defining and implementing dual learning programmes, especially in transnational contexts. It consists in measuring the effects of the 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 will emphasize to what extent the EuroDuaLE approach can be applied in different sectors despite national diversities, with the purpose of understanding the strengths and weaknesses of the particular programme and offer ideas for future improvements.

As regards monitoring activity, the overall responsibility will lie mainly with the HEI, since it is in most present cases responsible for the study programme and the obtaining of the degree. However, 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.

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.

## 2. Formal and Informal Evaluation

While the use of formal evaluations, such as questionnaires and logbooks, 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 actions allow to monitor and prevent relatively small issues from becoming 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 harmful effect on the programme, particularly for the student.

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, Mid-Term and Final Evaluation Phases

A variety of evaluation mechanisms should be used, including 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 EuroDualLE 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 EuroDualLE programme and encourage greater HEI-business links and foster more awareness and confidence amongst all the parties. As will be explained, it is envisaged that there are three stages of to the evaluation and review process:

- An initial evaluation and monitoring phase (informal or formal)
- A mid-term evaluation and monitoring phase (informal)
- A final evaluation phase (formal)

#### 3.1. Initial Evaluation and Monitoring Phase

Conducting an initial evaluation and monitoring phase approximately one month 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 – or other informal tools, 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?

### **3.2. Mid-Term Evaluation and Monitoring Phase**

The intermediate monitoring 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. 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?
- Were there any unexpected/unplanned for issues that arose before, during and/or after the work-based element of the programme?

### 3.3. Final Evaluation Phase

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:

#### *For companies*

- Did you feel the student was sufficiently prepared for work (for example: culturally prepared, language proficiency, content knowledge...)?
- 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?

#### *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?











Company	Final	Final questionnaire	Company
Technical and transversal skills development	Final	Final questionnaire	Student
Connection between <i>curriculum</i> and work experience	Final	Final questionnaire	Student Company
Quality of tutor on monitoring and mentoring activities	Mid-term	Informal Formal (questionnaire)	Student
Helpfulness of HEI tutor and Company tutor in problem-solving	Mid-term Final	Informal Final questionnaire	Student
Effectiveness of transnational aspect	Mid-term Final	Informal Final questionnaire	Student Company

## 5. Final Questionnaire Evaluation Tools

As mentioned in the previous paragraph, the final questionnaires for students, academic tutors and company mentors aim at evaluating the impact of dual learning experience in terms of students' skills development, learning contents and objectives, professional attitude promotion.

The use of three different questionnaires (student questionnaire, academic tutor questionnaire, company mentor questionnaire) allows a comparison of the data collected and the evaluation of the experience as a whole can be defined more accurately and reliably.

An example of these three questionnaires is included in the annexed Toolkit. They include both close questions on Likert scale and open ended questions. In the following table, it is described which sections are investigated by each questionnaire. Common sections among questionnaires can be used to compare the participants' perceptions about common themes in order to see whether there are coherent perspectives or not.

	<b>Virtual Mobility – Digital platform and contents</b>	<b>Physical Mobility – Organizational aspects</b>	<b>Physical Mobility – Relevance of the experience</b>	<b>Skills self-assessment</b>
Students				
Academic tutor				
Company tutor				

## **Section IV: Mainstreaming**

When mainstreaming transversal dual learning, three targets could be achieved:

- Enlarging the amount of students participating in transversal dual learning in a specific programme
- Enlarging the number of programmes offering transversal dual learning
- Mainstream outside the institute for higher education

In all cases, for mainstreaming, showing the benefits of transversal dual learning programmes is a precondition. You should ensure those benefits are well defined, so benefits should be formulated in a "SMART" way:

- Specific – target a specific area for improvement – for example the efficacy of the training or the level of preparation of students as they enter the job market
- Measurable – quantify or at least suggest an indicator of progress
- Assignable – specify who will do it
- Realistic – state what results can realistically be achieved, given available resources
- Time-related – specify when the result(s) can be achieved

## **1. Mainstreaming within the Initial Study Programme**

The main objective for mainstreaming within existing programmes is increasing the amount of participating students. Of course a precondition is the need for the same number of places in companies as new students are found. In general, two routes are possible:

- Design concrete programmes for transversal dual learning with companies and open them to students to subscribe to
- Show the benefits and good examples former students reached so a clearer image of the benefits can be provided to new students
- Empower students to describe their learning wishes and help themselves to find a company willing to host dual learning

The first approach allows the co-creation of programmes that satisfy the needs and interest of companies as well as the academic approach. These programmes will be attractive to students because they will have a better connection to the learning objectives of the original programme and therefore have a better added value. These programs also give the students a better chance of subsequently finding a job in one of the companies involved.

The second approach uses students experiences to inform students better in an informal way. Very short videos and descriptions with pictures, made by students themselves serve this purpose best.

The third approach should not be confused with an internship, as the company involved in dual learning should be ready to reach specific parts of the described learning outcomes either by raining activities in close cooperation with the university – or by learning and doing. The company mentors should act as professors in transferring knowledge to the student rather than just providing an occasion to practice knowledge acquired in the university.

## **2. Extending to Other Study Programme**

In many study programmes learning outcomes are connected to specific demands on the labour market, connecting education to professions. In general, those learning outcomes can be achieved better in a practical context within a company then in theory in a scholar setting. So preferred study programmes would be those that have a strong practical/on-the-job component. Management of these programmes should be the first target (low hanging fruits).

In general, the exchange of good practices with actual experiences is the best way to extend the possibilities of transversal dual learning to other programmes.

But over time, the results of study should show the benefits smart. For that, data over longer times are needed: the expectations is that unemployment rates of students who were in dual programmes will be lower than the regular students. Also, the overall appreciations of new employees by employers should show increasing numbers over the years. After a certain period, those figures can also be used to mainstream transversal dual learning to other programmes. That can be better taught in the company rather than in the university.

## **3. Outside the Institute for Higher Education**

Introducing transversal dual learning adds a transnational dimension to the dual approach, thus offering students an even more eye-opening experience, and promoting the future workers mobility. This kind of experience can widen the prospects of all students but two categories explicitly:

- 1)** Those who operate in a market where more opportunities can be found outside of their country of origin
- 2)** Those who focus on a function in a multinational or a company providing services for or in other countries



## 4. Challenges to be faced

There are various challenges that are working against the mainstreaming of the suggested approach of transnational dual learning:

- First of all the language barrier: students need to be fluent enough in the language spoken at the company where they will have their dual experience
- Logistics have to be taken into consideration, since the student will have to live for a certain amount of time near the selected company
- Legal issues have to be addressed and solved through bilateral agreements between the universities involved and the companies included, foreseeing also an adequate
- The number of interested students should increase at the same rate as the number of open positions in companies, to avoid disappointments

Another set of challenges comes from inside the system:

- University teachers scepticism on the quality of company based training
- Students' expectations of course quality for the parts delivered at the company
- Misunderstanding of dual learning as a synonym of internship
- Tradition vs the actuality of an "expanded" course with parts though at a company
- An absence of policy in many countries in relation to dual learning

Curriculum constraints in some countries, where making changes to a course requires approval from the Education Ministry.

## **Annex – 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. 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)**

<b>Date: 20/10/2017</b>	
Description of learning activities/modules	
Acquired competences	
Difficulties or problems encountered	

**Student Physical Mobility Logbook (P. 3 of 4)**

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

**Student Signature:** .....      **Date** .....



**Student Weekly Logbook (P. 4 of 4)**

<b>Name of academic tutor</b>	Comments, observations, compatibility of student's academic profile and the activities carried out during the mobility.
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<b>Name of company tutor</b>	Comments, observations, evaluations.
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### 3. EuroDuaLE Collaboration Agreement

 		
<b>EuroDuaLE Dual Learning Programme Collaboration Agreement</b>		
<p><b>Note:</b> 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>		
<b>Academic year:</b>	<b>Start date:</b>	<b>End date:</b>
<b>Name &amp; country of <i>sending</i> Higher Education Institution:</b>		
<b>Name &amp; country of <i>receiving</i> Higher Education Institution:</b> (If applicable)		
<b>Name &amp; country of Organisation:</b>		
<b>Other partners:</b>		
<b>Higher Education Institution</b>		
<b>Programme name:</b>		
<b>Programme code:</b>		
<b>Department/School/Discipline:</b>		
<b>Name(s) and position(s) of Programme Coordinator and secondary coordinator:</b>		
<b>Organisation</b>		
<b>Type of organisation and business sector:</b>		
<b>Name and position of organisation trainer/tutor:</b>		
<b>Primary responsibilities (✓)</b>		

<b>Areas of responsibility</b>	<b>Programme Coordinator</b>	<b>Company tutor/mentor</b>	<b>Joint/other</b>
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			
<b>Other responsibilities</b>			
<b>Names and Signatures</b>			
I agree to the share of responsibilities set out in this Collaboration Agreement and will undertake these responsibilities to the best of my ability			
<b>Individual</b>	<b>Signed</b>	<b>Date</b>	
<b>HEI tutor/contact</b>			
<b>Company mentor/trainer</b>			
<b>Organisation contact (if applicable)</b>			

## 4. EuroDuaLE Learning Agreement for Student Work Placements

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

<b>Planned period of the work placement:</b> From [month/year] .../.....To [month/year] .../.....
<b>Number of planned <i>onsite</i> hours per week:</b>
<b>Number of planned <i>virtual</i> hours per week:</b>
<b>Student work placement title:</b>
<b>Detailed programme of the student placement period:</b>
<b>Knowledge, skills and competences to be acquired by the student at the end of the work placement:</b> (including virtual placement)
<b>Monitoring plan</b> (including virtual placement)
<b>Evaluation plan</b> (including virtual placement)
<b>Language competence of the student</b> The level of language competence <sup>1</sup> 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"> <li>• Award ..... ECTS credits.</li> </ul>

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

<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Final report <input type="checkbox"/> Interview <input type="checkbox"/> Placement certificate <input type="checkbox"/> Other possibilities .....</li> <li>• Record the placement in the student’s Transcript of Records.</li> <li>• Record the placement in the student’s Diploma Supplement (or equivalent).</li> <li>• Record the placement in the student’s Europass Mobility Document</li> </ul> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>The receiving organisation</b></p> <p>The student will receive a financial support for his/her placement: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, amount in EUR/month: ...</p> <p>The student will receive a contribution in kind for his/her placement: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please specify: ...</p> <p>Is the student covered by the accident insurance? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If not, please specify whether the student is covered by an accident insurance provided by the sending institution: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>The accident insurance covers:</p> <ul style="list-style-type: none"> <li>- accidents during travels made for work purposes: Yes <input type="checkbox"/> No <input type="checkbox"/></li> <li>- accidents on the way to work and back from work: Yes <input type="checkbox"/> No <input type="checkbox"/></li> </ul> <p>Is the student covered by a liability insurance? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>The receiving organisation undertakes to ensure that appropriate equipment and support is available to the student.</p> <p>Upon completion of the placement, the receiving organisation undertakes to issue a Student Placement Certificate by: ..... [<i>maximum 5 weeks after the placement</i>].</p>

## II. RESPONSIBLE PERSONS

<p><b>Responsible person<sup>1</sup> in the sending institution:</b></p> <p>Name: .....</p> <p>..... Function:</p> <p>.....</p>
---

---

<sup>1</sup> *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: .....
.....	
<b>Responsible person<sup>1</sup> in the receiving organisation/enterprise (mentor):</b>	
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:

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

---

<sup>1</sup> *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:**

<p><b>New responsible person in the sending institution:</b> Name: ..... ..... Function: ..... Phone number: ..... ..... E-mail: .....</p>
<p><b>New responsible person in the receiving organisation/enterprise:</b> Name: ..... ..... Function: ..... Phone number: ..... ..... E-mail: .....</p>



Section to be completed AFTER THE WORK PLACEMENT

### STUDENT PLACEMENT CERTIFICATE

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

**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.

## 5. Company Mentor Satisfaction Survey on the EuroDualLE Project



Please take a few minutes to fill out this survey on the quality and timeliness of the experience with the EuroDualLE (ERASMUS+) project. We welcome your feedback and your answers will be kept confidential. Thank you in advance for your participation.

### A. Physical mobility

We had difficulties with the bureaucracy regarding the training and learning agreement

strongly agree  agree  undecided  disagree  strongly disagree

The involved universities were available and helpful in solving problems

strongly agree  agree  undecided  disagree  strongly disagree

The organization with the host university was fluid and easy to handle

strongly agree  agree  undecided  disagree  strongly disagree

### B. Placement

The host university was flexible and reachable during the creation of the placement

strongly agree  agree  undecided  disagree  strongly disagree

The sending university took into consideration the students' adherence to the company's profile

strongly agree  agree  undecided  disagree  strongly disagree

The duration of the placement was enough to fulfil all the objectives specified in the learning agreement

strongly agree  agree  undecided  disagree  strongly disagree

The transnational dual learning experience was efficient and beneficial to the students

strongly agree  agree  undecided  disagree  strongly disagree

The language barrier was a big issue during the placement period

strongly agree    agree    undecided    disagree    strongly disagree

---

The cultural differences were an obstacle during the placement period

strongly agree    agree    undecided    disagree    strongly disagree

---

As a company representative and someone who experienced the transnational dual learning activity firsthand, I believe that a transnational experience had some unique benefits to students that a national dual learning activity cannot fulfil

strongly agree    agree    undecided    disagree    strongly disagree

---

Describe in few words your overall experience in the EuroDualLE project

.....  
.....  
.....

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### C. Personal Information

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Providing the following information is optional

_____	_____	_____	_____
First Name	Last Name	Gender	Age
_____	_____	_____	_____
University	Academic tutor	Country	
_____	_____		
Company mentor	Email		

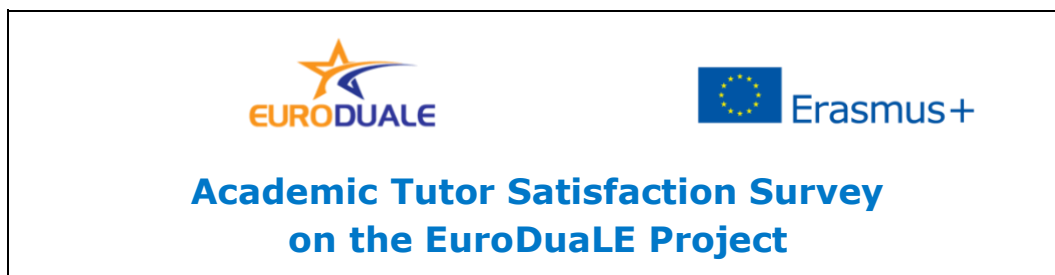
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Would you like someone to contact you regarding your responses on this survey?

Yes |  No

Thank you for taking the time to fill out our survey. We rely on your feedback to help us analyze and improve the learning outcome of the project. Your input is greatly appreciated.

## 6. Academic Tutor Satisfaction Survey on the EuroDualE Project



Please take a few minutes to fill out this survey on the quality and timeliness of the experience with the EuroDualE (ERASMUS+) project. Welcomes your feedback and your answers will be kept confidential. Thank you in advance for your participation.

### A. Virtual mobility

**Kindly highlight, on the five-point scales provided after each question with what expresses best your opinion**

The online platform's tutor interface was user friendly and intuitive to use

strongly agree  agree  undecided  disagree  strongly disagree

The online modules held on the online platform was efficient

strongly agree  agree  undecided  disagree  strongly disagree

The web content creators took into consideration the course's adherence to the physical mobility

strongly agree  agree  undecided  disagree  strongly disagree

The web platform satisfied my needs in the creation of different content types

strongly agree  agree  undecided  disagree  strongly disagree

### B. Physical mobility

The host university was flexible and helpful in the organization of the physical mobility phase with regards to the students' needs due to their academic calendars

strongly agree  agree  undecided  disagree  strongly disagree

In choosing the companies for the placement, the organizers took into consideration the students' profiles and their fields of study

strongly agree  agree  undecided  disagree  strongly disagree

### C. Placement



---

The companies were responsive and available regarding the placement organization

strongly agree    agree    undecided    disagree    strongly disagree

---

The companies were responsive and available regarding the placement content creation

strongly agree    agree    undecided    disagree    strongly disagree

---

Describe in few words your overall experience in the EuroDuaLE project

.....  
.....  
.....

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**D. Personal information**

---

Providing the following information is optional

First Name	Last Name	Gender	Age
Field of study	Academic tutor	Country	
Company mentor	Email		

---

Would you like someone to contact you regarding your responses on this survey?

Yes |  No

Thank you for taking the time to fill out our survey. We rely on your feedback to help us analyze and improve the learning outcome of the project. Your input is greatly appreciated.

## 7. Student Satisfaction Survey on the EuroDualE Project



Please take a few minutes to fill out this survey on the quality and timeliness of the experience with the EuroDualE (ERASMUS+) project. We welcome your feedback and your answers will be kept confidential. Thank you in advance for your participation.

### A. Virtual mobility

**Kindly highlight, on the five-point scales provided after each question with what expresses best your opinion.**

The online platform was user friendly and intuitive to use

strongly agree  agree  undecided  disagree  strongly disagree

I found the log book a helpful and a useful tool

strongly agree  agree  undecided  disagree  strongly disagree

The online content was well organized

strongly agree  agree  undecided  disagree  strongly disagree

The web content was sufficient

strongly agree  agree  undecided  disagree  strongly disagree

The virtual mobility experience was complementary and consistent with the physical mobility

strongly agree  agree  undecided  disagree  strongly disagree

### B. Physical mobility

The travels and accommodations were organized by (if choice is "Me" then please skip next question)

Receiving university  Me

The travelling, reception and accommodation were well organized (if the placement was not organized by you)

strongly agree    agree    undecided    disagree    strongly disagree

---

The placement organizers were available and helpful in solving problems

strongly agree    agree    undecided    disagree    strongly disagree

---

### C. Placement

---

The placement was relevant and beneficial to my field of study

strongly agree    agree    undecided    disagree    strongly disagree

---

The duration of the course was enough to fulfill all the objectives specified in the learning agreement

strongly agree    agree    undecided    disagree    strongly disagree

---

The host university, in choosing the placement company, took into consideration my field of study

strongly agree    agree    undecided    disagree    strongly disagree

---

In relation to my field of study, the practical experience gained from the placement is important to my professional curricula

strongly agree    agree    undecided    disagree    strongly disagree

---

The soft skills acquired during the placement period were beneficial and important to my professional curricula

strongly agree    agree    undecided    disagree    strongly disagree

---

A placement abroad, and not locally, was beneficial to my professional curricula

strongly agree    agree    undecided    disagree    strongly disagree

---

The support I had from the receiving company sufficient

strongly agree    agree    undecided    disagree    strongly disagree

---

I come to believe that the work done during the placement was of a value to the company

strongly agree    agree    undecided    disagree    strongly disagree

---

Describe in few words your overall experience in the EuroDuaLE project

.....  
.....  
.....

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### D. Self Evaluation Survey

**Self-evaluate the competences you promoted thanks to the EuroDuaLE Mobility activity (1: no incentive – 5: maximum incentive)**

Collaboration	1	2	3	4	5
Communication	1	2	3	4	5
Attitude to Research <sup>1</sup>	1	2	3	4	5
Critical Thinking	1	2	3	4	5
Creativity	1	2	3	4	5
Planning	1	2	3	4	5
Problem solving	1	2	3	4	5
Digital skills	1	2	3	4	5
Entrepreneurship	1	2	3	4	5

### E. Personal Information

Providing the following information is optional.

First Name

Last Name

Gender

Age

University

Academic tutor

Country

Company mentor

Email

Would you like someone to contact you regarding your responses on this survey?

Yes |  No

Thank you for taking the time to fill out our survey. We rely on your feedback to help us analyze and improve the learning outcome of the project. Your input is greatly appreciated.

<sup>1</sup> The attitude towards research basically means a detailed study of thinking, feeling and the person's behavior towards research. Comprehensive definition of attitude includes emotions, beliefs, behaviors and their interaction (Zan & Martino, 2007). Research requires a high level of alertness in planning, executing, observing, recording, and reporting. Educational research therefore develops in the researcher scientific attitudes of objectivity, curiosity and critical outlook. Assessing students' attitudes toward a research methods course is important in order to enable instructors to develop instructional techniques leading to more positive attitudes toward the subject (Waters et al., 1988).