

## DIARKAZ Workshop WP 2.2.

### Teaching Methodology Module 2

Ursula Göz 18.06.2021



# Workshop Module 2

## Quality management for practical learning

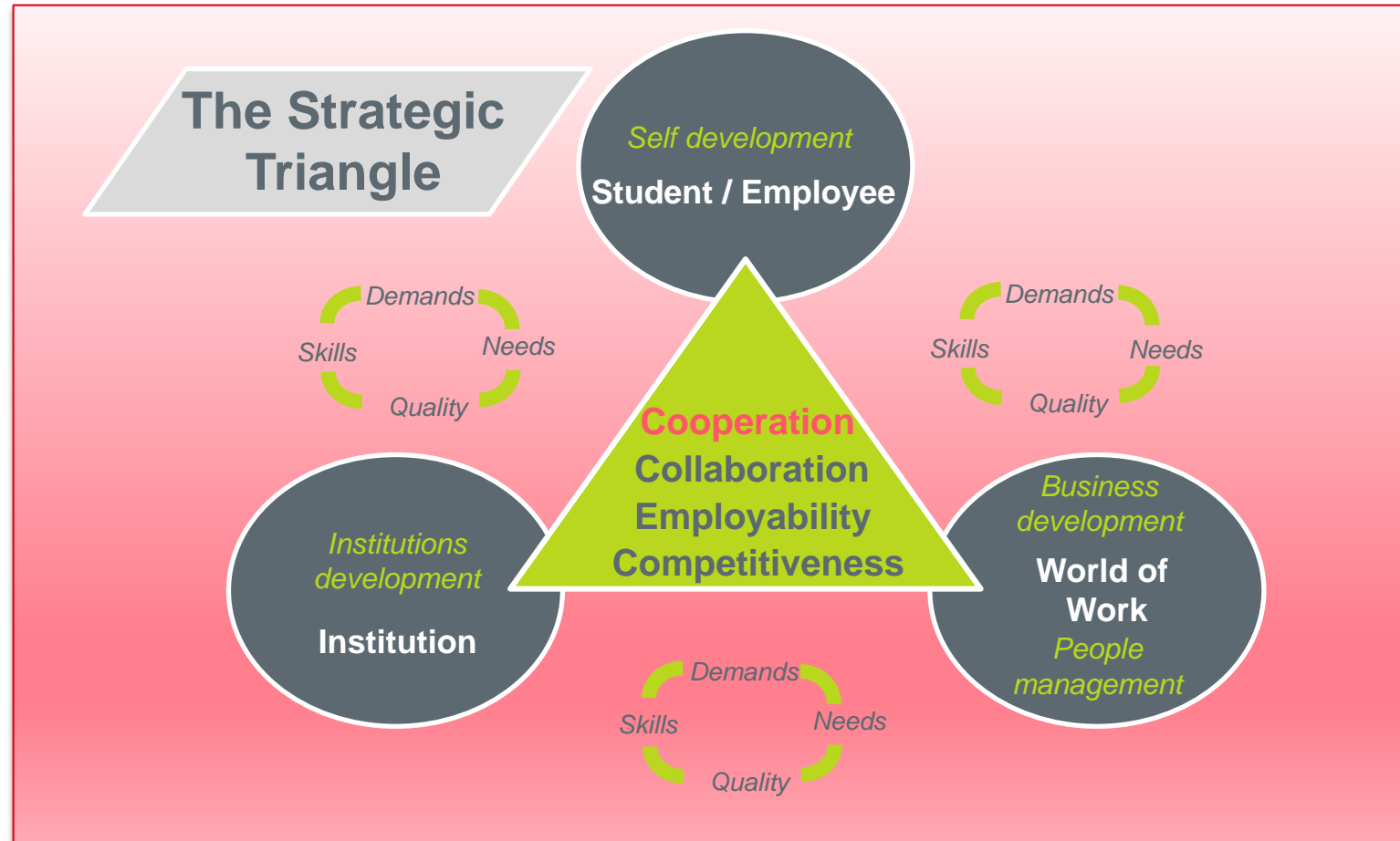
- competences need **real life** experience!
- practical phases **support and consolidate knowledge and skills** as well as **attitudes**
- a clear framework for quality management of practical learning will **improve transfer between theory and practise**

**Apprenticeships, internships**  
and all kinds of **systematic practical learning periods**  
are based on **shared responsibility**:

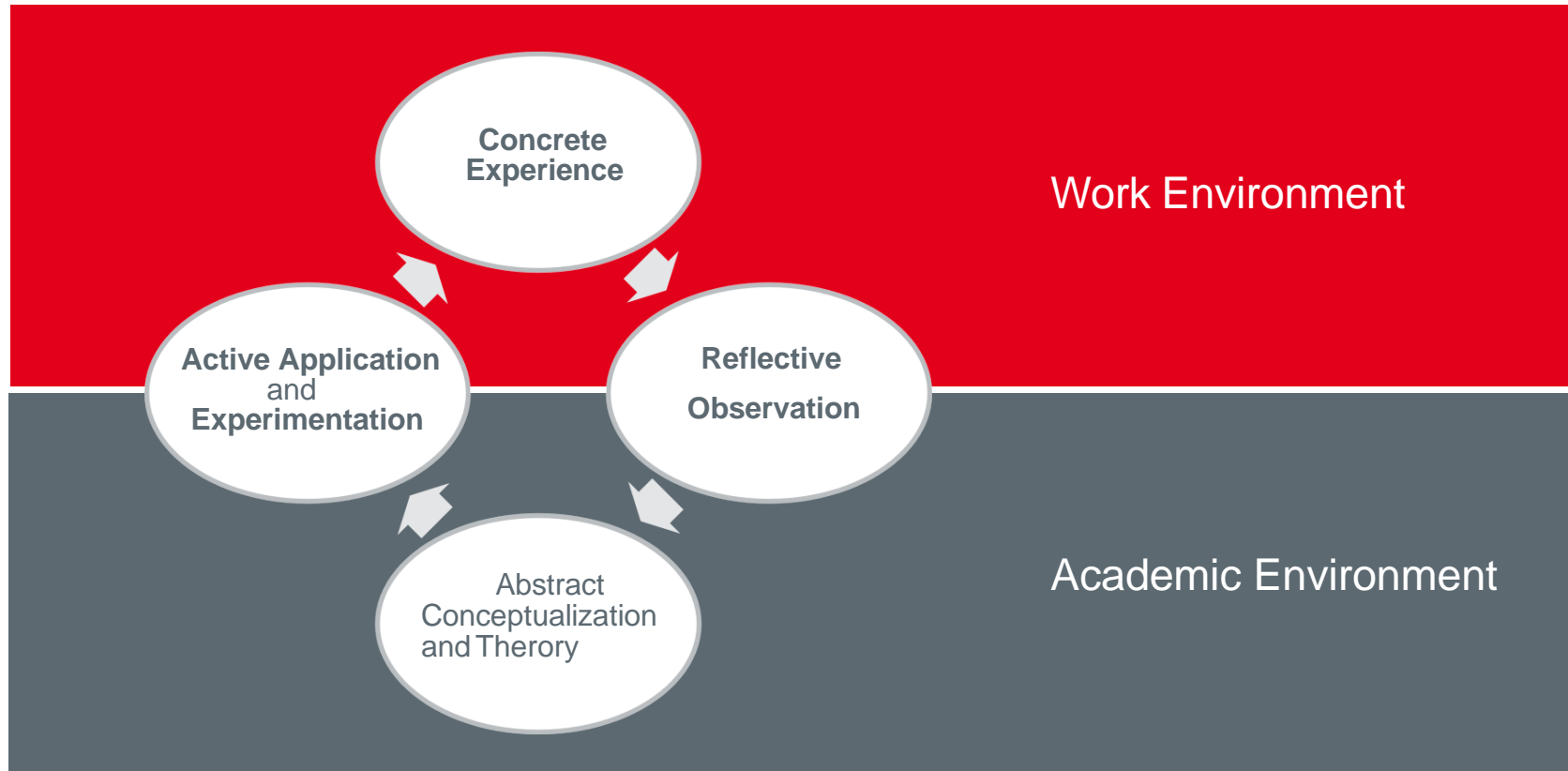


→ governance of work-based learning  
should be shared between  
HE institution and employer → **co-operation**

# Focus: Employability

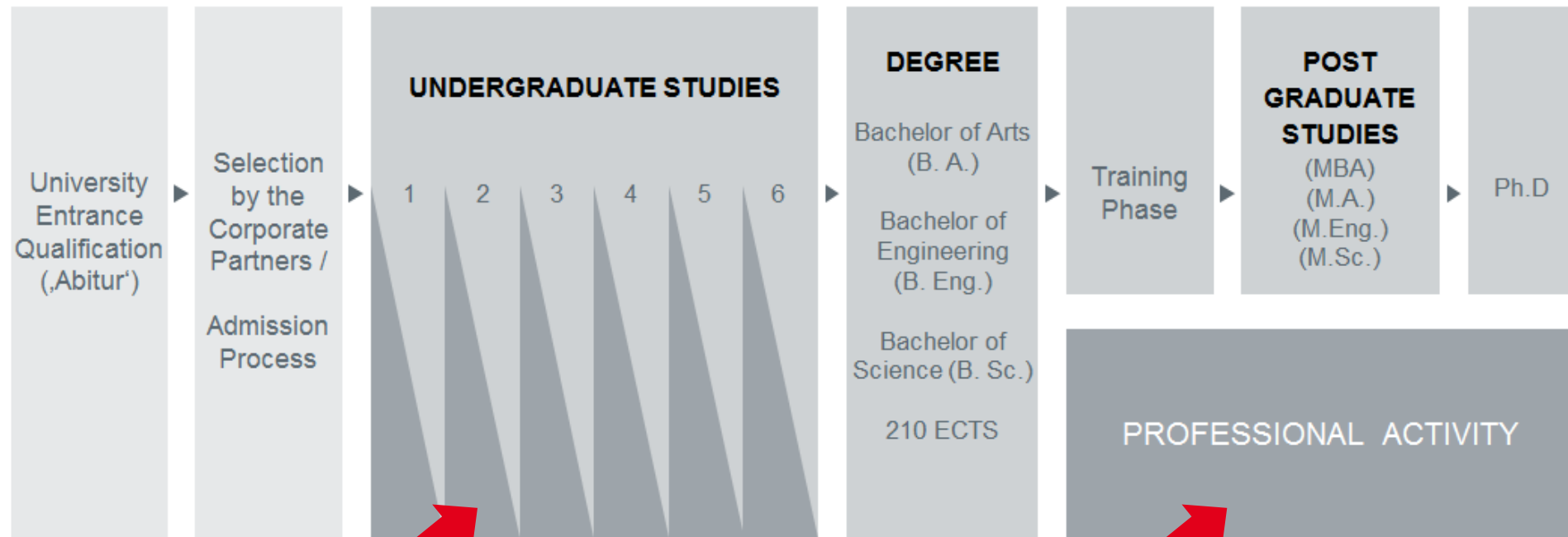


# DHBW TEACHING AND LEARNING MODEL



\* Kolb, D. (1984). Experiential Learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall. p. 21

# DHBW: Organization of the study process



active practical phases  
as employee in Dual Partner company

# How can quality be established in practical phases?

2017 – 2020

Project volume: EUR 444,315

Erasmus+, delegated by the  
German National Agency BIBB

8 European project partners:

e.g. FH Joanneum

2 network partners:

- Chamber of Industry and Commerce  
Heilbronn Franconia/Germany

- Slovenian Chamber of Industry and  
Commerce



# The ApprenticeshipQ Quality Criteria

## Responsibility of the educational institution

1. Involvement of Stakeholders in Designing Learning Outcomes
2. **Definition of SMART Learning Outcomes**
3. Transparency
4. Definition of Standards for Placements
5. Identification (finding) of Placement-Positions
6. Capacity building for SMEs
7. Management of Placement-Supply-Database
8. Data Protection
9. Establishing the Agreement
10. Matching Apprentices' to Placements
11. Monitoring of SMEs Activities
12. Monitoring of Apprentices Activities
13. User Support and Issue Resolution
14. Evaluation of Apprenticeships
15. Assessment Design
16. Performing and Monitoring the Assessment
17. Grading
18. Certification and Recognition
19. Complaints and Appeals

Some quality criteria might have a shared responsibility.

## Responsibility of the world of work provider

20. Preparation for the Apprenticeship
21. Identifying Mentors
22. Establishing the Agreement
23. Matching Apprentices' with Placements
24. Conditions of the Apprenticeship
25. Integration of the Apprentice
26. **Mentoring**
27. Records of Apprenticeships
28. Assessment of Learning
29. Evaluation of Process

30. Quality Management Procedures





**Quality Apprenticeships:  
A Manual for  
Educational Organizations**



**Quality Apprenticeships:  
A Manual for  
Placement Providers**

## Example from AppQ Handbook for **Educational Institutions:**

Please see

<https://apprenticeshipq.eu/satool/>

for more details

### 2. Definition of SMART Learning Outcomes

When discussing the learning outcomes, the researchers suggest using the SMART technique to characterise the learning outcomes. Therefore, the objectives should be specific, measurable, attainable, relevant, and time-framed.

#### Measurement indicators

Is there documented information on learning outcomes design for apprenticeships, specifying:

that learning outcomes shall be described in terms of knowledge, skills, competences, responsibility and autonomy (or behaviour)?

that the learning outcomes should be specifically assessed?

**Example:** *GZS, Center Za Poslovno Usposabljanje Ljubljana is a business training centre in Slovenia. The placement provider offers apprenticeships as apprentices` bring in new energy and the company always tries benefit from their knowledge, while giving the apprentices` a sense of self-confidence and usefulness. Therefore, the placement provider has designed their learning outcomes according to the SMART method, in line with the educational institution expectations.*

**[Form 2: Preliminary Report and Technical Definition of the Training Project](#)**

### DEFINITION OF SMART LEARNING OUTCOMES



#### PRELIMINARY REPORT AND TECHNICAL DEFINITION OF THE TRAINING PROJECT

PROJECT TITLE: \_\_\_\_\_

STUDENT'S FULL NAME: \_\_\_\_\_

Dates Beginning: \_\_\_\_\_ End: \_\_\_\_\_

#### FOREIGN COMPANY OR UNIVERSITY DATA:

Full official name: \_\_\_\_\_

Full address: \_\_\_\_\_

Tel: \_\_\_\_\_

Fax: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Full name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Project Director: \_\_\_\_\_

Full name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Academic Degree: \_\_\_\_\_

Position at the Company / University: \_\_\_\_\_

**Data about the work placement training at COMPANY (only fill this section in the case that the student needs to take training at the parent company before starting at the subsidiary company)**

The project needs a previous stay at the parent company YES  NO

Beginning date: \_\_\_\_\_

Ending date: \_\_\_\_\_

Parent company full official name: \_\_\_\_\_

Full address: \_\_\_\_\_ (City) \_\_\_\_\_ (Zip Code) \_\_\_\_\_ (Country)

Telephone: \_\_\_\_\_

Project Director full name: \_\_\_\_\_

Project Director Email: \_\_\_\_\_

#### ENGINEERING DEGREE OF THE STUDENT:

| Bachelor Degree in Engineering (*)                             |  | Master Degree in (*)  |
|--|--|---|
| <input type="checkbox"/> Mechanics                             | <input type="checkbox"/> Industrial Electronics    | <input type="checkbox"/> Industrial (Materials / Mechanics)   |
| <input type="checkbox"/> Industrial Design                     | <input type="checkbox"/> Energy                    | <input type="checkbox"/> Strategic Product and Service Design |
| <input type="checkbox"/> Industrial Organization               | <input type="checkbox"/> Computer                  | <input type="checkbox"/> Energy and Power Electronics         |
| <input type="checkbox"/> Biomedical                            | <input type="checkbox"/> Systems Telecommunication | <input type="checkbox"/> Embedded Systems                     |
| <input type="checkbox"/> Ecotechnology in Industrial Processes | <input type="checkbox"/> Mechatronics              |   |

(\*) Point out in the squares, the number of students required

This procedure was adapted from the Mondragon University, translated and edited by the ApprenticeshipQ consortium, June 2020.

www.apprenticeshipq.eu

### DEFINITION OF SMART LEARNING OUTCOMES



#### DESCRIPTION/ FRAMEWORK:

GOALS:

PHASES:

REMARKS:

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www.apprenticeshipq.eu

## Example from AppQ Handbook for Placement Providers:

Please see

<https://apprenticeshipq.eu/satool/>

for more details

### 26. Mentoring

To integrate apprentices into the placement provider, mentoring is vital. Furthermore, the cooperation between experienced persons and an apprentice is beneficial due to valuable transfer of knowledge and skills. Compared to quality criteria 21, here the focus is on the implementation of mentoring.

#### Measurement indicators

Does the placement provider has documented information to inform apprentices in advance of their expected work?

Has the placement provider established a plan for each placement, including:

take into account training frameworks and module manuals?

integration of study content in the practical phase?

the general objective of the placement?

exchange with the education provider?

set of specific tasks with clear outcomes to achieve that objective, such as:

documentation of training & qualification in a work schedule?

documentation of qualification results and competence development in the learning process?

involvement of apprentices in business processes?

**Example:** *WSP is a specialist engineering professional services company operating in markets throughout the world. Its major service areas are transportation and infrastructure, buildings, power and water, environment and sustainability, energy, and advisory services. At this placement provider, trained mentors and WBL assessors are crucial to the success of the apprenticeship programme and graduate management scheme. Mentoring is viewed highly within the company, and 'accreditation' leads to a rewards bonus. Mentoring culture reinforces the overall culture of the company – its ethics and values. Seeking to develop well-rounded individuals and good team players.*

[Form 26: Questionnaire for Mentors of Practical Training in the Organisation](#)

MENTORING



QUESTIONNAIRE FOR MENTORS OF PRACTICAL TRAINING IN THE ORGANIZATION

Dear!

Thank you for your mentoring. With the desire to check the suitability of the organization and the practical training of students as well as their knowledge, competencies and to gain your opinion to improve this part of the study program, we kindly ask you to complete the evaluation questionnaire.

Thank you for your cooperation!

Year and program of study for which the student has carried out practical training: \_\_\_\_\_

1. What do you think about the preparation and implementation of practical education?

| Facts about the preparation and implementation of practical training   | Don't agree at all | Don't agree | Agree partly | Agree mostly | Agree completely | Don't know |
|--|--------------------|-------------|--------------|--------------|------------------|------------|
| The agreement on the carrying out of practical training between the organization and the organizer of PT was professional and correct. |                    |             |              |              |                  |            |
| The PT agreement between the student and the organization took place easily.   |                    |             |              |              |                  |            |
| I received relevant and timely information about the desired content of practical education from the educational institution.          |                    |             |              |              |                  |            |

This procedure was prepared by the consortium in the project "Practical education – bridge between education and labor market".

[www.apprenticeshipq.eu](http://www.apprenticeshipq.eu)



MENTORING



| Facts about the preparation and implementation of practical training   | Don't agree at all | Don't agree | Agree partly | Agree mostly | Agree completely | Don't know |
|--|--------------------|-------------|--------------|--------------|------------------|------------|
| I got enough information about the competences that a student must acquire during the PT from the educational institution. |                    |             |              |              |                  |            |
| The prepared PT monitoring documentation is appropriate.   |                    |             |              |              |                  |            |
| The student had adequate information on the implementation of practical training upon entering the organization.           |                    |             |              |              |                  |            |
| The student had sufficient knowledge to carry out the assigned tasks.  |                    |             |              |              |                  |            |
| Appropriate conditions and resources in the organization are defined for the implementation of the PT.                     |                    |             |              |              |                  |            |
| As a mentor of PT, I participated in designing work tasks for the student.   |                    |             |              |              |                  |            |
| The timing of the PT (term) is appropriate.  |                    |             |              |              |                  |            |

2. What kind of activities, organized by the educational institution would you like to take part at? Several answers are possible.

- a) Training of mentors for practical training.
- b) Consultation with mentors from other organizations.
- c) Meetings with mentors/lecturers of project work/paper.
- d) Meetings with students - potential participants in practical education.

This procedure was prepared by the consortium in the project "Practical education – bridge between education and labor market".

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MENTORING



- e) Informative presentations of study programs and objectives of individual programs/subjects.
- f) Other: \_\_\_\_\_

3. What does the company acquire through participation in student education?

| Benefits of practical training for the organization   | Don't agree at all | Don't agree | Agree partly | Agree mostly | Agree completely | Don't know |
|---|--------------------|-------------|--------------|--------------|------------------|------------|
| Aid for certain work.   |                    |             |              |              |                  |            |
| Getting to know potential staff.  |                    |             |              |              |                  |            |
| Knowledge acquired by the student during the PT can be used for independent work.   |                    |             |              |              |                  |            |
| Students can transfer specific knowledge to colleagues (use of information-communication equipment, individual computer programs, foreign languages ...). |                    |             |              |              |                  |            |
| Replacement of absent workers.  |                    |             |              |              |                  |            |
| Possibility to plan employee leaves.  |                    |             |              |              |                  |            |
| Well-trained future staff.  |                    |             |              |              |                  |            |

4. To which extent do you agree with the statement:

I am fully satisfied with the organization and implementation of practical training.

|                |             |              |              |       |
|----------------|-------------|--------------|--------------|-------|
| Don't agree at | Don't agree | Agree partly | Agree mostly | Agree |
|----------------|-------------|--------------|--------------|-------|

This procedure was prepared by the consortium in the project "Practical education – bridge between education and labor market".

MENTORING

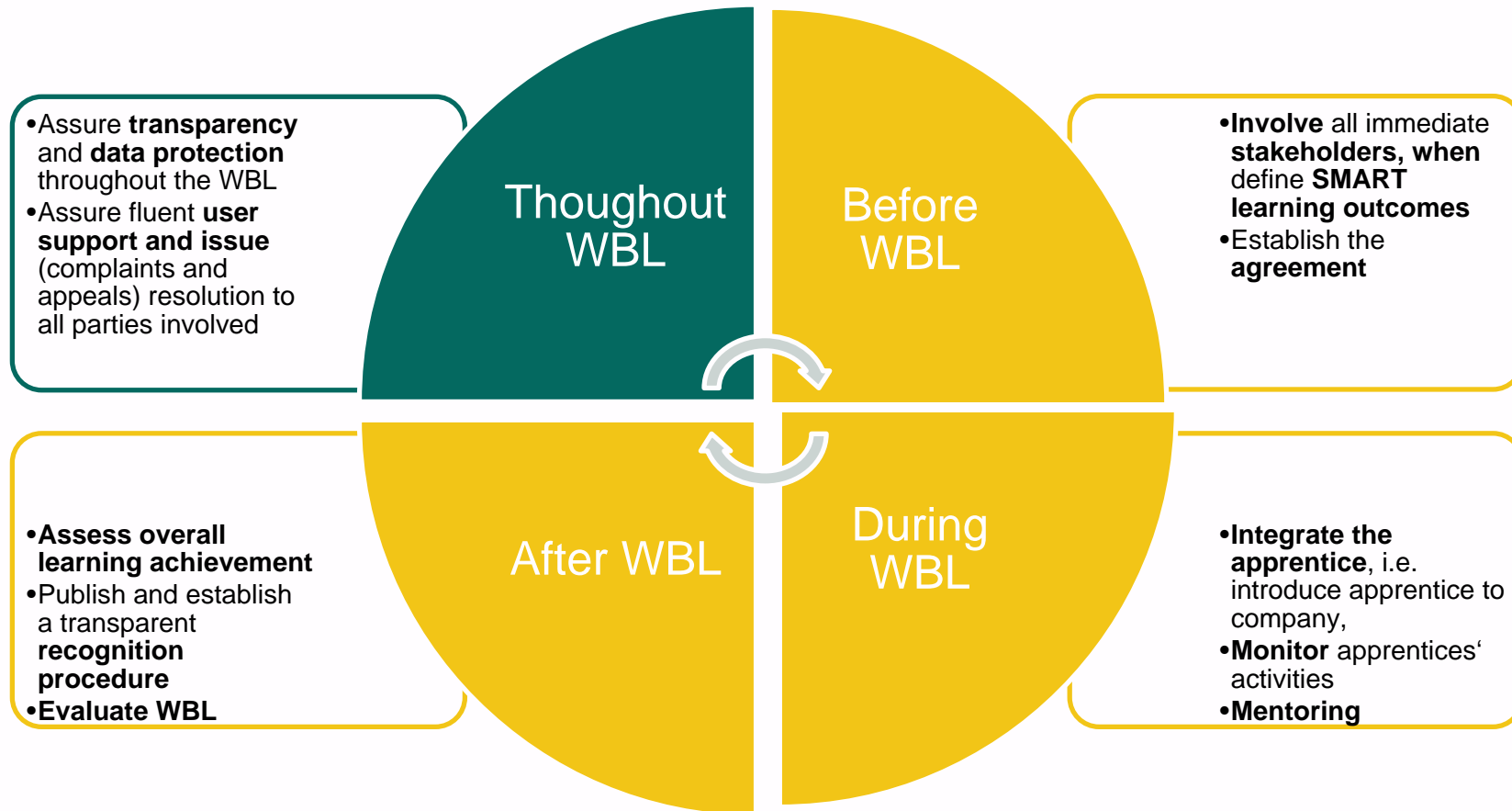


5. What goals has the student adopted during practical training?

| Objectives of practical education   | Don't agree at all | Don't agree | Agree partly | Agree mostly | Agree completely | Don't know |
|---|--------------------|-------------|--------------|--------------|------------------|------------|
| He got to know the role and importance of managing and organizing in the company.   |                    |             |              |              |                  |            |
| He learned about organizing, planning and managing works in the field of professional education.                          |                    |             |              |              |                  |            |
| He performed various operational tasks in organizing, planning and managing works in the field of professional education. |                    |             |              |              |                  |            |
| He carried out various administrative work in connection with documents, contracts and other documents.                   |                    |             |              |              |                  |            |
| He communicated with customers, buyers and other business partners, including foreigners.                                 |                    |             |              |              |                  |            |
| He got to know the general acts and other regulations in the company.   |                    |             |              |              |                  |            |
| He got to know the company's information system.  |                    |             |              |              |                  |            |
| He developed diligence, accuracy and productivity orientation.  |                    |             |              |              |                  |            |

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# ApprenticeshipQ: a toolbox for the Quality Management Process in work-based learning phases (WBL)

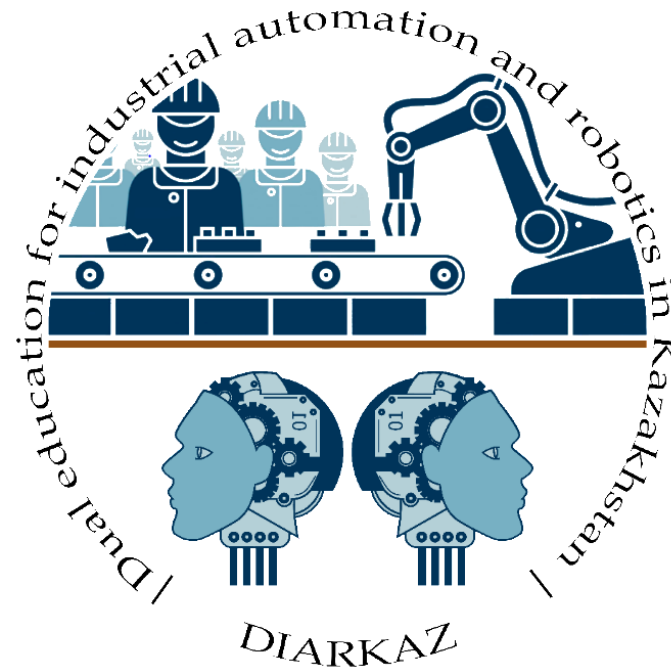


## Advantages of quality practical phases :

- corporate partners **match placements & students**
- **defined learning outcomes** from real-work projects for future employees
- early **talent identification and development** by monitoring & mentoring
- **corporate socialisation** of young generation to be qualified employees
- **active cooperation** with university partners
- data protection, asesment, **certification** and recognition
- **quality performance** of cooperative students from Dual HE institutions







more about the AppQ project: <https://apprenticeshipq.eu/outputs/>  
and more about DHBW: [www.dhbw.de](http://www.dhbw.de)

email: [ursula.goez@heilbronn.dhbw.de](mailto:ursula.goez@heilbronn.dhbw.de)

**Thank you  
for your attention!**

