WORKSHOP „SMART E-QUALITY @ WORK-BASED LEARNING“

Time: 10.00-11.30 (CEST), 20 May 2020
Location: Zoom
WELCOME TO THE WEBINAR!

To assure a quality experience to all participants, we kindly ask you to follow these rules during the webinar:

• If you wish to intervene, please use the chat function on the bottom-center part of your computer screen and send a message to “all panelists and host” writing your question, your organization and your country. You can also use the chat function to send a private message to the host.

• You can also choose to send a question through the Q&A function, which you can find in the bottom-center part of your screen.

• Questions will be reviewed on an ongoing basis by the host and will be addressed during the webinar.
Testing chat

Write the country you are participating from today
Poll 1: Participants’ profile

- PHE institution staff
- Student
- Employer
- Policy maker
Poll 2: Have you ever experienced WBL as a student?

- Yes
- No
Content

• What is WBL
• Typology
• Quality Management System
• Quality Criteria
• Supporting Materials
• Supporting e-Tools
• WBL Charter
• Future Challenges
Work-based learning (WBL)

- educational strategy
- providing students with real-life work experiences
  - applying academic and technical skills
  - developing employability
- WBL vs. Apprenticeships and Internships
Three stakeholders → Three perspectives

- **Student:**
  - What do I have to learn to get a job in the area I am highly motivated to work?
    - field of interest / self-development

- **Employer:**
  - What skills do I need to improve my competitiveness in a globalised world?
    - value interest / business development

- **PHE institution:**
  - What do I need to offer to attract students to my institution?
    - Institutions development
Poll 3: WBL is integrated into curricula

- Fully
- Partially
- Not at All
- Not Applicable
Quality Toolkit:

- Quality Checklist for PHEs
- Quality Checklist for SMEs
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Apprenticeship Quality Checklist for PHEI

PHEIs’ Processes:

1. Setting the learning objectives
2. Identifying placements
3. Negotiating the agreement
4. Monitoring
5. Assessment and Evaluation

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Apprenticeship Quality Checklist for SMEs

SMEs’ Processes:

1. Create placements
2. Negotiate
3. Manage
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2. Negotiating the Agreement

Process Scope:
Assuring the SME can adequately participate in the establishment of apprenticeship agreements which are mutually beneficial to all involved parties.

Criteria
Requirements
Evidence
Evaluation Grid
Suggested Actions

2.2 Matching Students with Placements

2.2.1 Has the SME established a documented procedure for describing the placement and its conditions to students and PHEIs?

2.2.2 Has the SME established a procedure for personally presenting the placement to nominated students?

2.2.3 Does the SME have a procedure for selecting apprentices?
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Quality Criteria

HEI responsibility
1. Involvement of Stakeholders in Designing Learning Objectives
2. Definition of SMART Learning Objectives
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 Students to Placements
11. Monitoring of SMEs Activities
12. Monitoring of Student 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

SME responsibility
20. Preparation for the Apprenticeship
21. Identifying Mentors
22. Establishing the Agreement
23. Matching Students 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
## Supporting Professional Higher Education in Europe

<table>
<thead>
<tr>
<th>Process</th>
<th>Activities</th>
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| **1. Setting the Learning Objectives of the Overall Programme** | 1. Identify Stakeholders'  
2. Consult stakeholder's  
3. Analyse Stakeholder's feedback  
4. Define Learning Objectives  
5. Qualification of study program |
| **2. Identifying and Recruiting Placements**       | 1. Qualification of study program  
2. Definition of Standards for Placements  
3. Selection of placements |
| **3. Negotiating the Agreement**                   | 1. Students Application  
2. Matching students with employers  
3. Drafting the Agreement |
| **4. Monitoring of Apprenticeships**               | 1. Monitoring PT by students  
2. Monitoring PT by HEI |
| **5. Assessment of Apprenticeships**               | 1. Employer Assessment of learning acquired by student/apprentice  
2. Student/apprentice Assessment of their own acquired learning  
3. Verification that the Apprenticeship was successfully carried out  
4. Certification  
5. Evaluation framework for the Apprenticeship Programme  
6. Employer evaluation of the Apprenticeship Programme  
7. Student evaluation of the Apprenticeship Programme |
Poll 4: Labour Market Needs vs. Institutional Autonomy

• Labour market needs
• Institutional autonomy
• Equally important
Poll 5: WBL duration at your institution per study year

- 1 – 3 weeks
- 1 – 2 months
- More than 2 months – 4 months
- More than 4 months
Poll 6: Are students paid?

- Yes
- No
Poll 7: WBL improves achievement of learning outcomes

• Substantially
• Moderately
• Not at All
Poll 8: WBL offers better assessment of achieved learning outcomes

- Yes
- No
Poll 9: WBL contributes to regional development

- Yes
- No
Mainstreaming Procedures for Quality Apprenticeships in Educational Organizations and Enterprises

- provide a clear framework for quality management of apprenticeships at the system, provider and company levels ensuring systematic feedback
- foster mutual trust and respect through regular cooperation and better quality management between the apprenticeship partners
Overview Typology Apprenticeships

Apprenticeships

Cooperative
- Institution and employer shared governance (alternating 50%-50%)
- Institution led governance (Curriculum Integrated)

Independent
- Employer led governance (work-based)
Quality Criteria

HEIs (19)
- Involvement of Stakeholders in Designing Learning Objectives
- Definition of SMART Learning Objectives
- Transparency
- Definition of Standards for Placements
- Identification (finding) of Placement-Positions
- Capacity building for SMEs
- Management of Placement-Supply Database
- Data Protection
- Establishing the Agreement
- Matching Students to Placements
- Monitoring of SMEs Activities
- Monitoring of Student Activities
- User Support and Issue Resolution
- Evaluation of Apprenticeships
- Assessment design
- Performing and Monitoring the Assessment
- Grading
- Certification and Recognition
- Complaints and Appeals

SMEs (10)
- Preparation for the Apprenticeship
- Identifying Mentors
- Establishing the Agreement
- Matching Students with Placements
- Integration of the apprentice
- Mentoring
- Records of Apprenticeships
- Assessment
- Evaluation
- Quality Assurance Procedures
Management Tools for Meaningful Apprenticeships

• Our mission is to develop digital management tools that support Professional Higher Education (PHE) institutions and employers to offer and direct high-quality apprenticeships.

• Our vision is that the digital management tools developed will be recognised as a model to improve the quality of the apprenticeships and will be adopted widely; updated and improved in the future by the users; and will serve as a basis for the development of formal international standards and guidelines.
Apprenticeships’ Management Support Package

- **Indicators & Measurement Criteria** for Management of Apprenticeships
- **Technological Methods** to Strengthen Management of Apprenticeships
- **Tool-Prototype** for Management of Apprenticeships
- **Course** on Apprenticeship-Management
- **Validation of** the Tool in Live Environments
## Apprenticeships’ Management Tool - Functionalities

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<th>Companies</th>
<th>PHEIs</th>
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Apprenticeships Support Services (ASS)

Services supported
- Knowledge-sharing
- Networking
- Bench-learning

Services to come:
- Modular online training
- Inspiring practices
- Online resource centre
- Learning seminars, webinars
- Online networking community
- Mutual learning events
- Targeted support based bench-learning
- Monitoring and progress reviews
Opportunities

- An interactive application
- Joining/Connecting European tools, instruments and repositories into one interactive tool (Europass, EQAVET, ESGs, ESCO, EQF, SELFIE WBL, Erasmus+ Outputs, Microcredentials, ...)
  - Apprenticeship monitoring
  - Graduate tracking
  - Micro credentialing
  - Competence trends and needs tracking
  - ...
PHE

Professional Higher Education
Definition

a distinct form of **Higher Education** that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the overarching Qualifications Framework of the European Higher Education Area. Its function is to **diversify learning opportunities, enhance employability**, offer qualifications and **stimulate innovation**, for the **benefit of learners and society**.
PHE Characteristics Framework

- The framework consists of 5 dimensions describing PHE

  - **Policy and Strategy:**
    - How is PHE *embedded and represented* in the overall strategic framework and policies of higher education institutions?

  - **Teaching and Learning:**
    - How is teaching and learning *influenced* through specific characteristics of PHE?

  - **Research:**
    - How is Research integrated as part of a sustainable PHE, recognising that it might differ from level to level and is not implemented in all institutions yet?
**Themes**

- Work-based Learning (Charter)
- Digitalisation (key challenges)
- Teaching and learning
- Social role and inclusion of PHE institutions
- European universities initiative
- Applied research, innovation and skills for sustainable development
- Permeability between VET and higher education
- Integration of SCHE
- Regional and community engagement
- Regional implementation of Research and Innovation Strategy for Smart Specialisation
- LLL, VNFIL, ...

**Activities**

- Conferences
- Seminars
- Leadership Fora
- Workshops
- Webinars
- Roundtables
- Communities of Practice
- Croissant events
- Working groups
- ...

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Initiatives/Projects

- PHE profile, characteristics, mapping (HAPHE)
- PHE policy development in Central and South-Eastern Europe (PROCSEE)
- Models of strategic alliances with world of work (BEEHiVES)
- Promotion of WBL & Apprenticeships among SMEs (SAPS)
- Supporting WBL & apprenticeships in higher education & quality (SPRINT, ApprenticeQ, WEXHE, ApprenticeTrack, MENTORTrain)
- Quality assurance, ESG promotion and implementation, transparency, role of stakeholders (EQUIP, DEQAR, ESQA, QALead)
- PHE self-reflection (BuildPHE, UASiMAP)
- Recognition of prior learning (RPLip)
- Regional engagement and partnerships (UASiMAP, Boundary Spanners)
- Research staff capacity development (RECAPHE)
Useful links:

- http://www.skupnost-vss.si/
- https://learntowork.eu/?lang=sl
- https://apprenticetrack.eu/
- https://apprenticeshipq.eu/
- https://mentortrain.eu/
- https://buildphe.eu/
- https://procsee.eu/
- http://haphe.eurashe.eu/
- https://www.eurashe.eu/projects/L5missing/
Thank you!

Alicia-Leonor Sauli-Miklavčič
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