







Authors

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Suitability of this case to the ApprEnt definition of HEA

Workplace/ training	Mentoring	Remuneration	Formal programme	Certification	Contract/ Agreement
					

Evaluation of how the programme/practice reaches the following goals
Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title

Master in Management Control and Auditing

Description

Model

N/A

Best practice

Description of the apprenticeship scheme:

Scheme coordination and management

Regular meetings and exchanges between pedagogical and training supervisor and the person in charge of the apprenticeship office are held to address different issues:

- Regulatory frameworks and legal aspects;
- Sharing tasks and exchanges with companies. Some tasks fall within the competency of the pedagogical supervisor and other tasks within the competency of apprenticeship office.

Training schedule

- 3 to 4 weeks of courses at university;
- 4 to 5 weeks at the company;
- Spring-summer at workplace;
- August, at the University for the last 3 weeks for training.

Apprentice mentoring, guidance and support

- Coordination tools (report booklet, visit the Apprentice at their workplace, etc.)
 - Mission description form;
 - Assessment sheet;
 - Appraisal form (at the end of the apprenticeship).

These documents are filled out by the company mentor, and later included in the apprenticeship booklet that was given to the apprentice by the university.

Mentoring

- Find a mentor in the company for the student;
- Provide tools and documentation to the company:
 - Training description booklet (14 pages);
 - Apprenticeship booklet (17 pages);
- Define the training course schedule as well as duties and obligations by the university, by the apprentice, and by the company;
- Follow-up and monitor the apprentice's work by utilising tools and forms;
- Meeting in October between company mentors and the team of supervisors of the Institute of Business Management;
- Appointment of another mentor from the Institute of Business Management, whose field of activity matches the apprentice's work in the company;
- Workplace visit involving the mentor of the Institute of Business Management, the apprentice and the company mentor.

<p>Skills assessment</p> <ul style="list-style-type: none"> • Apprenticeship appraisal (15-20 pages); • Applied research thesis (25-30 pages); • Oral examination, lasting 45 minutes in front of a jury (consisting of one teacher and one representative from the company, often the mentor). <p>Links with companies:</p> <ol style="list-style-type: none"> 1) Meeting at the Institute of Business Management at beginning each year; 2) E-mail exchanges; 3) Joint visit at the workplace; 4) Joint oral examination.
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<p>Feedback from users</p> <p>Induction within a branch of a cooperative group of more than 4000 employees from the agri-food business (30 production sites, 100 points of sales, thousands of members).</p> <p>The apprenticeship took place within the management control department of one of the industrial sites of the group. It consisted of very different tasks and assignments: dashboards and monthly closing of accounts (in particular, stock valuation, business statistics, result analysis, etc.).</p> <p>The apprentice was confronted with the Enterprise Resource Planning change of the company (change from an old tailor-made system developed within the company - like AS400 - to a much modern and standard system). The topic of the Master research thesis was about this change, through its success and difficulties. It pointed out the challenges of this kind of project coordination and the importance of staff training within the company.</p>

<p>Relevance and Transferability</p> <p>N/A</p>
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<p>Comments</p> <p>N/A</p>
