

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Title

*Master's apprenticeship programme on Business Information Technology of the Tallinn University of Technology - EE*

## Description

### Model

#### Types of Apprenticeships

Apprenticeships within the Estonian education context are understood in two ways:

- a) As part of the curriculum (this is particularly the case in VET);
- b) Apprenticeships as separate tracks of education.

In VET, this type of education was legally introduced in 2013 ("Töökohapõhise õppe rakendamise kord" <https://www.riigiteataja.ee/akt/129122013002?leiaKehtiv>).

In HE, only the first type of apprenticeship (apprenticeship as part of a curriculum) is legalised at national level. The second type – apprenticeship as separate track of education – has not been legally introduced at HE level yet.

#### ESF Programme – PRÕM

In 2014, the government introduced the ESF Programme "The systematic development of the practical training and apprenticeship learning in VET and HE" (PRÕM), 2014-2020. The main aim of the PRÕM is to develop a system of practical training that is consistent, transparent and meets the needs as well as requirements of the stakeholders at VET and HE. The second aim of the programme is to provide the learner with the experience of practical work (e.g. teaching) within a work environment.

#### Pilot Project - Business Information Technology Master's Programme

The apprenticeship programme of Tallinn University of Technology 'Business Information Technology Master's Programme has not yet been implemented at the time of preparation of this document. We will be piloting it from September 2018. The model described is a plan, thus actual results are still unavailable. Ideally, the studying in business information technology programme is foreseen as a model where theoretical knowledge and methodology are used within the enterprises' large scale projects. Beforehand, in-depth analyses on the problem (projects) will be carried out by the students during elective subjects, which will present various views on the issue. Practical homework and project summaries completed in the course of the subjects should be prepared as publicly defensible graduation thesis.

The main strengths of the system is the structure of the study programme. There are many aspects to make the programme as supportive as possible for the students who work and study at the same time:

- a) The planned specialisation is based on the Europe e-Competence Framework 3.0 ([www.ecompetences.eu](http://www.ecompetences.eu)), which means that it is both need- and evidence-based;
- b) There are no mandatory subjects, only elective and free subjects. In this way, the studies are very individual and reflective of students' needs;
- c) Master's theses are to be based on enterprises' real life project and problem solving;
- d) Problem study and other innovative teaching methods are primarily employed.

<b>Best practice</b>
<p>The elective subject titled “Management practice in the study programme of business information technology” can be combined with the master’s thesis. The idea is that on the second semester the students will plan their final project (master’s thesis), which has to be deemed worthwhile by some enterprise (e.g. engineering solution, start-ups, or scientific developments). After that, the apprentices will have to lead a team of bachelor’s degree students to develop the project for the entire following year. The team will work 2 days per week on the final project of the master’s students and can also carry out their own trainee studies (practical work) and final bachelor’s project.</p> <p>The main challenge of this study programme is the overall collaboration between university, enterprises, and students. Enterprises have to contribute mainly through competent workplace mentors, who should find and plan projects appropriate for problem solving. Conversely, the strength is that all parties will benefit from this kind of system – the master’s thesis or final project of the students will be more valuable and of higher quality; enterprises will recruit better specialists; and the university will receive real life problems to analyse and solve.</p>
<b>Feedback from users</b>
N/A
<b>Relevance and Transferability</b>
N/A
<b>Comments</b>
N/A