




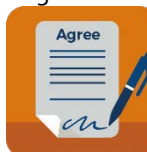


## Authors

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Title

*Work-based learning in the higher education curriculum of Tourism and Restaurant Business*

## Description

### Model

#### Types of Apprenticeships

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

- a) as part of a curriculum (this is particularly the case in VET);
- b) as a separate track 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 legalized 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 aim of the PRÕM is the development of a system of practical training that is consistent, transparent and meets the needs and requirements of the stakeholders at VET and HE. The second aim of the programme is to provide the learner with the experience of the practical work (e.g. teaching) in the work environment.

(<http://www.tlu.ee/et/Avatud-akadeemia/arendustegevused/programmidjaprojektid>).

#### Pilot Project - Workplace learning in the universities of applied sciences

In the context of PRÕM, the pilot project "Workplace learning in the universities of applied sciences" was initiated in Estonia in 2017. One of the pilot project, described below, is funded by the government and has been established by the Estonian Entrepreneurship University of Applied Sciences (EEUAS) in cooperation with enterprises in the Tourism and Hospitality Industry and Foundation Innove (the governmental agency).

The main purpose of the project is to develop better accordance between higher education and labour market needs in the sector. Approximately half of learning is school-based (conducted by university teachers) and half is company-based/workplace learning (conducted and guided by supervisors in companies). Part of the students in this pilot project was previously employed by the enterprises taking part in the project.

However, the EEUAS has the leading role in this process as the main designer of curriculum. During the learning process, supervisors in companies must instruct students while they perform their tasks as well as be involved in the assessment process. Other than in the development of the curriculum, the employers' representatives take part in the final examination commissions. Although these company supervisors demonstrate specific occupation and professional skills, most of them lack sufficient instructional competencies to guide and support students' learning in the workplaces.

**Best practice**

**Implementation and Design of the Programme**

The pilot programme of higher education apprenticeship is a form of learning where at least half of the learning takes place at the companies/workplace. The programme is applied in cooperation with EEUAS (HE institution), students, and companies. As in this case, the pilot programme is financed by the state. The state agency Innove is also part of the programme. The learning process is led by the HE curricula, where the learning outcomes are negotiated with companies and learning outcomes are achieved by fulfilling the practical work tasks and as well, by academic studies in EEUAS. In the time foreseen for studies at EEUAS, the students do not fulfil the work-related responsibilities. The curriculum of the HE apprenticeship learning is designed according to the standard requirements for HE curricula. It includes the goals and amount (ECP) of learning, list of subjects, learning outcomes, description of the contents and methods of evaluation. The responsibility for all study process lays in the HE institution, but also the representatives of the companies are involved into the curriculum development and evaluation processes.

**Strengths and Challenges**

In principle, there are many strengths of this approach: students have the opportunity to combine work and studying. However, the students’ feedback gives an overview of the challenges students are facing in the course of the studies (see feedback section below). The programme provides additional value to the workplace as far as the practical tasks are related to the workplace practices; the social relations at the workplaces are improving.

There are also many possibilities to improve the existing approach: 1) better support for workplace supervisors by the school, better motivation and involvement of workplace supervisors into the teaching process, for example by arranging seminars and introducing teaching materials and methods for them; 2) better support for students in time planning, self-analysis etc.

**Feedback from users**

Students are satisfied with the program as it allows to work and study in parallel. They also like the practical tasks, since these are related to their work.

The varying instructional competence of workplace supervisors cause problems for students too. Some supervisors are highly involved into the teaching process, they are interested, and learn with their students. Some of the supervisors at the workplaces, however, are supervisors just formally, providing little support for students.

One more concern of the students is related to the limited possibilities to take part in face-to-face classes at university (mainly because of the work responsibilities). Even if the programme has applied Moodle e-learning environment, sometimes, the use of the platform is not sufficiently effective for both sides.

The age of students varies from 19 to 40 years. While for younger students reading study materials in English does not cause big problems, for older students, it might be difficult because of their insufficient language level.

In sum, students appreciate the programme, as it is connected with the practical work. However, the main challenges are related to the lack of instructional/pedagogical competences (and sometimes motivation) of workplace supervisors, independent work, and, at times, their poor level of English.

**Relevance and Transferability**

N/A

**Comments**

N/A