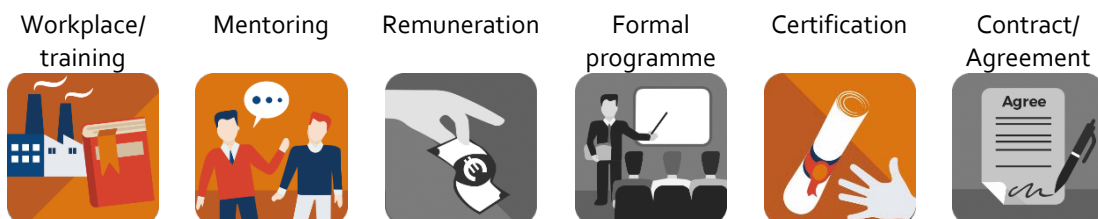


Authors

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Suitability of this case to the ApprEnt definition of HEA



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

Title

Agreement between the Industrial Association of the District of Aveiro and the University of Aveiro to promote and improve the area of quality management.

Description

Model

Programme Activity

The agreement aims to establish the terms of cooperation between the University of Aveiro (UA) and AIDA for promoting and improving the area of quality management, in particular concerning the development of teaching, research and cooperation activities, curriculum development. This agreement involves the elaboration of a mentoring program in close collaboration with AIDA and its associated companies.

Mentoring System

The mentoring programme consists of the identification of companies and tutors available to support the students throughout their academic course as well as to contribute to the development of transversal competences and to the consolidation of the student's theoretical knowledge.

It is the responsibility of the tutors appointed by AIDA to accompany the students as well as to foster the development of a culture of responsibility within the student community. The Work Plan is defined by the students and the University. Within the scope of the Quality theme, the students have at their disposal the experience of the tutors, who supports them not only by assisting with their works but also by clarifying their technical doubts. There is no professional relationship between students and companies/tutors, so this support is not remunerated.

Monitoring Commission

The UA establishes a Commission for the Follow-up of the Degree in Quality Management, composed by its respective Course Director and a representative of AIDA to be designated by this Agency. The Commission should monitor the programme's operation while also proposing actions aimed at its continuous improvement.

Best practice

Programme and Objectives

The Quality Management course aims to train professionals who, autonomously or under guidance, can design, implement and streamline a Quality Management System, thus proceeding with the definition of quality methodologies, tools, and know-how that illustrate the use of the Management System of Quality. The programme allows to develop technical skills that allow the trainee:

- To design, implement and improve Quality Management Systems;
- To Implement Environmental Quality and Hygiene and Safety Management Systems;
- To apply quality procedures and standards, in accordance with the previously defined objectives for the Quality Area;
- To organize the company's quality manual, procedures, and work instructions;
- To interpret standards, technical regulations, and quality procedures;
- To calculate costs related to the Quality Area, according to the strategy previously defined;
- To continuously verify the application of the quality procedures according to the Company's Quality Manual, considering the reduction of the costs of non-conformities.

Target Groups: primarily, young people with complete secondary education.

Strengths of the Programme

The major strength of this type of agreement is that it allows students in a training context to come into direct contact with companies whenever they deem it necessary while also receiving personal mentoring by a specialised technician. Moreover, they can see in practice how the Quality Area is managed and implemented.

Feedback from users

One of the main weaknesses is that not all students take advantage of the mentoring support. Inasmuch as it is not mandatory, many of the students avoid it or they do not frequently request it. Conversely, those students who follow the tutoring programme do establish close connections with their tutors and many are working in their companies.

Relevance and Transferability

Tutoring is particularly important if we consider the academic model we intend to achieve within the European area. In this article we seek to reflect on some tutoring experiences currently taking place in Portuguese universities, as well as to contribute to the foundations and framework that these practices can assume in the context of higher education. The different types of mentoring, curricular tutoring, and academic or formative tutoring are some of the ways found by the institutions to respond to the diagnosed needs of students. Due to its scope and its possibilities of intervention, the tutorial function has traits and characteristics that point to its breadth and diversity. We conclude that the various mentoring programmes and practices have been constructed in the concrete activities of each institution according to the characteristics of the students and the context, which indicate the importance and recognition of the need for training by teachers and the necessary clarifications of the role of the tutor.

Comments

N/A