

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

*Anders Inno*

## Description

### Model

#### Training and Target Group

We provide high quality training for students, who has shown interest in our company and are willing to learn. We test all of our candidates in order to find out their current skill-set and thus figuring out whether they are skilled enough to work and learn.

#### Strengths and Possible Improvements of the Programme

High quality candidates are more common these days. Students are highly motivated and eager to learn – they also are willing to continue the established work relationship after being offered a training period.

Schools should be more active towards companies. Co-operation would, in fact, benefit both parties.

### Best practice

The most relevant best practices implemented through the training are the following:

- A defined process for software engineering education;
- A formal needs analysis activity;
- Availability of a wide variety of courses from different sources;
- Training by a local, respected organization.

The enablers to best training practices generally included the following:

- Process and quality improvement;
- Management involvement and support;
- Employee involvement;
- Timing of delivery compared to the identified need;
- Availability of training.

Most organizations face the same problem: training budgets. They learn to do more with less. As a consequence, the number of hours available to each employee on an annual basis is relatively low in comparison to what would be needed to compete with the field.

### Feedback from users

All our feedback has been positive. People do like our programme and its structure. We try to cover all aspects of our work and relate it to the theory. This is also a very promising aspect of our training programme. Mentoring is another feature positively valued in the feedback.

One aspect of the programme seems to be clearly in need of improvement: the time available. Since we have limited time to offer to our students, often they feel like they have been left alone. We have tried to explain our main reasons, such as that we do not have the resources to teach full-time since there are also work duties to handle every day.

Relevance and Transferability
N/A

Comments
N/A