Best Practices on
Higher Education Apprenticeship (HEA)

**Refining HE Apprenticeships
with Enterprises in Europe**

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	☐	☐	☐	☒	☐
ii. Promotes professional growth	☐	☐	☐	☒	☐
iii. Develops learning environment practices as a whole	☐	☐	☐	☒	☐
iv. Develops work-based learning practices and materials	☐	☐	☐	☒	☐
v. Improves work performance	☐	☐	☒	☐	☐
vi. Improves tutoring and mentoring practices	☐	☐	☐	☒	☐
vii. Enhances University-Business collaboration	☐	☐	☐	☐	☒
viii. Showcases potential aspects for programme standardisation	☐	☐	☒	☐	☐

Title

The ecosystem of the dual-apprenticeship Master in Entrepreneurship in Action (MDEA) of the University of Deusto (Spain)

Description

Model

<u>Description of the model</u>:
The learning model of the University of Deusto encourages the personal development of the learners, enabling a significant increase of their knowledge, skills, attitudes, values and competences. Learning cannot be based only on a merely passive and receptive attitude, but, contrarily, must encourage search, initiative, reflection and action (University of Deusto, 2001).

Learning at the University of Deusto is based on a Pedagogical Framework developed by the University itself together with the University of Gröningen (Holland) within the framework of the Tuning Project, an initiative led since its inception by these Universities and which has had a long history and not only has it spread throughout the European university sphere, in which more than two hundred universities were involved, but it has also spread to other continents (Teaching Innovation Unit, 2016).

The mentioned pedagogical framework includes two strategic objectives of the University:

- On the one hand, the development of a pedagogical innovation process involving teachers.
- On the other hand, the training of students is considered the central pedagogical activity of the departments. The students from the University of Deusto are socially appreciated as excellently trained individuals in a double dimension: their integral development of skills and the development of values in their personal and professional life (Teaching Innovation Unit, 2016).

In this sense, the present Success Case is consistent with this strategic commitment of the university. The students work their personal development with their advisors, learn about the professional environment visiting the companies and working in them while they receive the necessary knowledge from the facilitator staff to develop their learning and abilities.

The two key elements of the pedagogical framework of the University of Deusto are the Teaching Model (MFUD) and the Learning Model (MAUD).

The MFUD is composed of four essential characteristics: Values, Attitudes, Competences, and the Learning Model that supports the development of the autonomy and significance of learning. The MFUD combines the different ways of learning so the different types of skills and abilities come into play. A competent person has the necessary knowledge, knows how to put the knowledge into practice and, when doing so, obtains adequate results.

The MAUD aims to facilitate learning to think and enhances research and development work, key aspects of study and university work. It develops around five cycles of learning taking as inspiration the model of Kolb and others (1976) and the 'Ignatian pedagogy' (Gil Coria, 1999): experiential context, reflexive observation, conceptualization, active experimentation and evaluation.

<u>Strengths and areas of improvement of the system</u>:
The strengths of the present pedagogical framework are the work that the University of Deusto carries out promoting the integral development of the students' abilities and values, which help them to locate themselves in their personal and professional lives.

Regarding the areas of improvement, we could highlight the need to continue training teachers in their new role as facilitators, also incorporating people from organisations that carry out these essential functions in dual programs.

Best practice

Objectives:
The Dual Master in Entrepreneurship in Action (MDEA) of the University of Deusto aims to train professionals capable of conceiving and leading innovative projects that contribute to the development and competitiveness of our economic and social fabric through the promotion of a single system of shared and experiential learning based on learning contexts in cooperation between the University, companies and organizations of the local ecosystem of entrepreneurship and innovation.

Methodology
The master is structured in three modules:
Module 1 - participants face 9 real challenges at 9 different collaborating companies (alternating learning spaces between the company and the University) through a design-thinking methodology.
Modules 2 and 3 - the second stage involves the developing of a new real entrepreneurship project in one of the collaborating companies, with support in technical development (technical skills) and personal development (voluntary socio-emotional competences) by both facilitators (from the University and from the company) that put together their best knowledge to help the participant in the master. This period is complemented with twelve thematic sessions of deepening on the development of projects and managerial skills.

Level and type of cooperation between companies
The companies and institutions are part of the programme and participate through the development of real challenges, intrapreneurship projects and incorporating people in their company to develop these projects. This improves the entrepreneurial capacity of their organization.

Challenges, strengths and weaknesses:
In the future, we have to face how to manage the level of intensity that teachers-facilitators require to make it sustainable. On the other hand, networking is considered a great strength, collaboration between entities, collaborating companies and the large number of relationships that are created, especially as an opportunity for the participants to master their learning and career. As a strategic area of project evolution, it is worth mentioning that it is essential to carry out a cultural change both in universities and in companies to make it sustainable and have the greatest possible social impact.

Feedback from users

Participants have evaluated Module 1 qualitatively and quantitatively. In the process the participants rate their own performance (Self-evaluation), the performance of their teammates and general aspects of the master's degree (e.g. support of facilitators, structure and organization, methodology, feed-back, delivered information and innovation).

After observing and analysing the data, we can confirm that the objectives of the master's degree are being fulfilled since the participants feel more capable and learn by doing, being responsible for their own learning. The coordinators on the part of the companies also show their satisfaction and their commitment to continue developing and taking part in the master's degree in the future.

According to the participants, the team of facilitators is a fundamental part of the process and highlights the importance of the facilitator of the University and the company working together from the beginning. The methodology used, Design Thinking, seems useful to solve innovation challenges, valuing very positively that they are given a prior training even before the start of the master to get more out of it. Regarding module 2, it is emphasised that the more participants see the direct applicability with their projects, the more value they can get. Also that the personalised tutorials help them integrate the concepts in their entrepreneurship project.

In general, the participants affirm that they have awakened and expanded their interest in innovation through the challenges. Currently the first edition is being finalised and therefore, within a few months we will also be able to provide information on how it has impacted his professional life.

Relevance and Transferability

Dual education involves a new way of doing things, a new relationship with all the involved parts, new duties. This is why some training is highly advisable before, during and even after the implementation of the programme (we see it as a philosophy of continuing improvement).

In the case of dual programmes at the University of Deusto, a training plan has been proposed both for the tutors at the university and the companies, with the main objective to learn how to mentor.

The training is focussed on making tutors understand the new programmes and their acquisition of basic skills needed in HEA, as well as their role and functions.

The continuous and personalised feedback is a key point as well as the leadership, the communications and the team work.

Comments

Further details of the course are available at www.emprendimientoenaccion.deusto.es
Module 1 video is available at: https://www.youtube.com/watch?v=4Y65FDn1zew