

## 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

*Business Software Development - CAMPUS 02 Fachhochschule der Wirtschaft, Graz*

## Description

### Model

In Austrian Higher Education, there are currently three ways in which practical experiences at the work-place are integrated into higher education study programmes:

- Dual-study programmes: dual-studies are study programmes which were developed in cooperation with enterprises (usually medium to large-sized), providing alternating phases of practice (at the workplace) and theory (at the higher education institution). At the moment, only universities of applied sciences provide dual-study programmes. A trend of emerging dual-study programmes in Austrian Higher Education started about 3 years ago. Since then, more and more dual-study programme have been developed.
- Work-study-programmes: work-study-programmes usually provide lectures on weekends and a blended learning system, so it is possible also for students in full-time jobs to study next to working. Usually, work-study-programmes are provided by universities of applied sciences and curricula are connected to the prior learning and practical experiences of students.
- Continuing education study programmes: these kinds of study programmes allow validation of prior learning for admission in Austria. Danube University is one of the leading provider of continuing education study programmes in Austria and in Europe; basically, every academic director is involved in integrating practical experiences of students into the study programme. This mostly happens through project work and reflections, but also via internships, through blended learning and lectures on the weekends. Danube University was established 20 years ago and has been providing continuing education study programmes since then.

A strength is, that there is a tradition of dual vocational training/education on lower levels of the NQF. As a weakness can be identified that there is still a lack of implementation of learning-outcome-based as well as learner-centred didactical settings.

### Best practice

The Bachelor study programme will start for the first time in October 2018, therefore there is yet no experience about the practical success of the planned programme. Nevertheless, the programme is planned soundly and can be considered as good practice in designing dual study programmes.

#### Objectives

The aim of the Bachelor study programme is to foster students' competences in the field of software engineering, programming, testing software and software development processes. Furthermore, there is a focus on business information systems.

#### The Target Group

The target groups consists of students who have finished their A-Levels. In Austria, they are usually between 18 and 20 years old. Furthermore, the target group also includes students who finished a dual vocational education in the field of the study programme and passed the university entry exam. Countrywide, there are several high school types leading to A-Levels, which have different specialisations, usually combining general subjects and vocational education and training in their curricula.

There is a local skills shortage in the area of software development. Therefore, it is an aim of the dual study programme "Business Software Development" to recruit students for their STEM-related studies who are not already part of their traditional target group. These are mostly students from high schools with a focus on STEM education and training. Applications for the study programme show that the university has successfully attracted prospective students outside of their traditional target group.

Methods and Company Cooperation

Students are accompanied throughout the whole process of entering the labour market. The first two semesters are full time-study and include a multi-steps matchmaking-process between students and companies, which are SMEs as well as large companies. Between the 3rd and the 6th semester students are studying Monday to Tuesday and work Wednesday to Friday in the companies. The students usually work part-time at the companies, between 15 and 30 hours each week. There are all in all 35 students in each academic year.

There is a contract between university and student and a work contract between employer and student. The university provides templates for work contracts for companies participating in the dual-study programme.

Mentoring und learning/teaching methods

There are mentors both in the company as well as at the higher education institution for each student. The mentor needs to be qualified in the field of study but also needs to be trained in mentoring methods. Therefore, the university provides a blended learning programme for the company mentors. It combines online learning resources with continuous consulting during the semesters. Company mentors know about the learning outcomes, which should be achieved during working practice. The course learning outcomes are formulated in a general way. Together with the company mentor students set individual, more detailed learning outcomes, within a given frame of general learning outcomes. Assessment methods vary from subject to subject.

**Strengths and Challenges**

As the study programme starts in October 2018, the academic director can only guess which strengths and challenges will emerge in practice. He identified the following potential strengths:

- The entry to the labour market in the STEM field is facilitated;
- Skills mismatch can be faced through dual-study programmes;
- Even stronger cooperation with companies in dual-study programmes if compared with the usual work-study programmes provided at universities of applied sciences.

As challenges, the management and communication between students, companies, and university were identified.

**Feedback from users**

There is no feedback of students yet.

**Relevance and Transferability**

N/A

**Comments**

<https://www.campus02.at/wirtschaftsinformatik/bachelor/bsd/>