







## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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

**CITIUS – Autonomous University Barcelona**

## Description

### Model

At the national level, there does not exist a legal regulation of dual studies or higher education apprenticeships, neither of the cooperation between universities and enterprises. However, the cooperation between universities and enterprises is growing not only in the field of research but also in the field of education. An indicator of this concern is the promotion of industrial doctorates by both the Spanish government and the Catalan Government.

The Autonomous University of Barcelona has decided to strongly promote this kind of cooperation also for graduate and post-graduate programmes, in view of documented experiences (i.e. the CITIUS programme).

The lifelong learning field presents frequent business-university collaborations: many Spanish universities are offering long programmes similar to the master's programmes based off the Bologna cycle. These types of programme are generally titled as university own Master to distinguish it from the official Master (of the Bologna cycle). It is important to underline, that the own master programmes have no validity with regards to the education system in place, in the sense that they do not qualify for the entrance in doctorate programmes, for instance.

The field of university lifelong learning is also not legally regulated. Compared to the official master's programmes, the university own master's programmes are not submitted to the quality control procedures of the National or the Regional Quality Agency. But at least, in all Catalan Universities these kind of programmes must undergo the universities' internal quality control procedure.

### Best practice

#### CITIUS's Programme Structure

CITIUS specific Master's programme of Business Management of the Autonomous University Barcelona (an own university Master's programme) combines academic training with practical work activities performed in collaborating companies. It started more than 19 years ago. The programme offers two strands: the Master's and the post-degree programmes. In both strands, the university offers two types of programmes: one for students with previous business or economic studies and one for students without such previous studies.

The post-degree programme is shorter which 36 credits compared to the 79 credits of the Master's programme and only half of the internship period if compared to the Master's programmes (3,75 hours per day instead of 7,5 hours). We will describe below only the Master's strand.

The Master's programme has a duration of almost 12 months (75 ECTS), during which the student combines paid practices in the enterprises with academic studies in the field of business management. The maximum time to finalize the programme is 18 months. It is a joint programme with the Autonomous University of Madrid. The programme offered 170 places.

#### Business and University Cooperation

The Programme provides both academic education and practical training not only in order to offer a pathway increasing the students' employability and job placement rate in the labour market (professional orientation), but also with the purpose of improving staff selection and training for the enterprises. It is, in fact, structured to benefit primarily the enterprises, smoothing the integration of future professionals in the cooperating companies. For this reason, the programme

is designed to be co-financed by the enterprises, which remunerate the students for their practical stages. The function of the UAB is to pre-select candidates and to provide academic training. However, the last decision to select candidates remains with the company.

The programme presents different stages: the overall work activity within the enterprise (30 ECTS), the academic training (36 ECTS), and the final Master's thesis (9 ECTS). The practical stage lasts 12 months, which allow for a remuneration of 781,21€. It is based on a tripartite training contract between the university, the student, and the company. Therefore, there is no work relationship exclusively involving the enterprise and the student.

The criteria for cooperation with the enterprise is that it is able to offer quality internship, during which the student can learn day-to-day management practices within a proper work environment. The cost of participation for each enterprise is 12.674,52€ and for the students 1.680,21€.

<u>Enterprise</u>		<u>Student</u>	
<i>Inscription</i>	<i>Remuneration for students</i>	<i>Fee</i>	<i>Inscription</i>
3.300€	9.374,52 €	1.650€	30,21€

The 12-month internship allows for 1 month of vacations. The academic education includes face-to-face sessions, blended learning, and online learning, which runs parallel to the internship. Each of the six face-to-face sessions has a duration of 4 hours, from 17h to 21h between Monday and Friday at the university. The blended learning modules include four face-to-face sessions of 4 hours complemented by online learning through Moodle. Also, the online-learning modules are based on Moodle.

#### Learning Pathways and Academic Module Structure

The programme includes two learning pathways: one is designed for students coming from economic and business graduate programmes (Advanced Business Studies) and the second one for the other students without previous economic or business studies (Basic Business Studies). It must be highlighted that the programme has a flexible structure so that the individual education and training programme can start at any moment. The academic part of the programmes is divided into the following:

Six face-to-face modules (each of them corresponding to 6 ECTS)

- A conference cycle;
- Strategic Management;
- New Business Challenges (labour relations, commercial and business aspects);
- Management of Business Communications (digital communication and enterprise);
- Industry 4.0;
- Negotiation, Communication, and Public Speaking.

Four blended learning modules (each of them corresponding to 6 ECTS)

- Personal Development;
- Management of Information Systems;
- Finances Applied to Management;
- Business Games.

5 online modules (each of them corresponding to 6 ECTS)

- Analysis of Accounting Information and Business Management;
- Strategic Human Resource Management;
- Quality and Process Management;
- Management Function;
- Digital Marketing.

### Supervision and Grading

Each enterprise names a tutor, who elaborates the internship programme, coordinates it and assists the student. The tutor continuously follows up the student's internship and releases evaluation reports periodically. The students can also count on an academic tutor. The students receive an overall score at the end of the programme, which accounts for the evaluations of the academic modules (50%), for the mark of the final Master's thesis (20%), and for the internship results (30%). In fact, the enterprise tutor prepares a final evaluation report including an overall score at the end of the internship. In order to obtain the Master's certification, the student needs a positive evaluation for both the academic and the internship stages of the programme.

### Strengths, Weaknesses, and Challenges of the Programme

One of the main strengths of the programme is its primary orientation towards the work environment, which allows for a beneficial cooperation with a wide range of enterprises that manage to provide 170 internship positions per year. It is also highly flexible as the students (or the enterprise) can start the programme at any moment in the academic year. In fact, the combination of face-to-face, blended and online learning divided in modules permits this adaptability.

Nonetheless, such flexibility may be deemed a weakness from a learning perspective, as it does not enable the creation of a stable environment for group learning.

Ultimately, achieving a major involvement of the enterprises remains one of the main challenges to take into consideration for the further development of the CITIUS's programme.

### Feedback from users

Occasionally, the programme coordinator organises meeting with the main enterprises offering internships in order to talk about improvements concerning the administrative procedures and the academic contents of the programme; however, this strategy has not been successful. For this reason, both the academic coordinator and the technical responsible of the CITIUS programme are regularly visiting the enterprises to discuss the state of the art and further developments.

### Relevance and Transferability

The experience acquired in this long-running continuous training programme based on principles of dual studies and business-university cooperation is transferable to other types of programmes. In fact, the programme design has already been adapted to other knowledge areas as engineering, and it will be used to improve official education programmes (bachelor's and master's). The UAB is also working on dual studies at bachelor level. However, the transfer to official programmes faced not only legal and organisational obstacles but also some related to the academic culture of the HEI.

### Comments

This programme attracts student from all over Spain and also students from other European countries. Dual studies initiatives only offer chances of success if there is solid support and leadership from part of the rectorate and the deans of the respective faculties.

<http://citius.uab.cat/>

<https://drive.google.com/file/d/1c35SIDdBEJIVDFYpD7CKO1FH8zwFmAnR/view>

<https://drive.google.com/file/d/13bk4fOj5Th9fqRk74oxnGqM-wocsewtN/view>