

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 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

Dual Vocational Training on Chemical, Electromechanical, & Robotics - German and Spanish students

Description

Model

Spain's dual vocational training system consists of a first school year dedicated to theoretical learning spent in an IES (Secondary Education Institute) and a second school year of practical work carried out in a company. The theoretical teachings focus on the basic principles of the specialisation of the chosen VET. During the period of practice, instead, the students apply the theoretical knowledge learned during the first year. The success of this practice is ensured by how well the students' working activities the student passing relate to their training

The programme's strengths, challenges and areas of improvement

The major strengths of Spain's dual vocational training are the possibility of implementing the theoretical knowledge obtained at the Secondary Education Institute and the chance to come into contact with the professional world. Conversely, the companies' difficulty with providing practical teaching on specialised areas while also partly exploiting the students as cheap labour is one of the programmes' main challenges. Dual-VET students currently have higher education than many others, who may not have been able to study, therefore they hold a more global vision. It should also be noted that Dual VET training often precludes the students' enrolment in various Universities. The areas to be improved relates to the need for greater monitoring of the Institutions with regards to their compliance with the companies' training programmes (e.g. in Germany all the parties are involved in the training process; teachers - students - parents - trade unions).

Best practice

Students are offered different training plans depending on the specialisation they select.

Example: Mechatronic

Calendar: Before joining the practice, a calendar details the time and the departments where the training will be implemented during the realisation of the DUAL practice.

Objective: Performing preventive measure 1 and 2 level and corrective measure by the end of the students' stay.

Teaching method: Absolutely practical, always guided by a Senior Technician.

Tutoring: Each month there is a follow-up interview to find out the degree of satisfaction and development of the student.

Selection process: Interview with the most outstanding students of the centres that take part in the Dual Vocational Training Programme.

Feedback from users

In our case, those students completing the year of practice mostly want to continue working with us. In the last 5 years we have been involved in this programme, and now 75% of its students are working in our company.

It is an opportunity to join the labour market by taking a small leap (from regulated training to the company's) thanks to the one year of practical experience.

Relevance and Transferability

N/A

Comments

These programmes are absolutely necessary for young people to have an opportunity to enter the labour market by obtaining sufficient practical experience (1 year).
It is also important to consider that these programmes should not be used in order to ensure cheap labour to the companies but rather as an opportunity of benefitting from theoretical knowledge and its adaptation to practice.