



Refining HE Apprenticeships with Enterprises in Europe

Kõrghariduse tasemel töökohapõhise õppe
arendamine koos ettevõtetega Euroopas

Kõrghariduse tasemel töökohapõhise õppe mentorite ja juhendajate koolitus

Mentorkoolituse näidisõppekava

*ApprEnt projekti tulemused kõrghariduse tasemel
töökohapõhise õppe arendamiseks Euroopas seeriad*

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Lühendid

ApprEnt – Kõrghariduse tasemel töökohapõhise õppe arendamine koos ettevõtetega Euroopas

euцен – Euroopa Ülikoolide Elukestva Õppe Assotsiatsioon (*European University Continuing Education Network*)

VKE – väike- ja keskmise suurusega ettevõtte

SWOT – organisatsiooni tugevuste (*Strengths*), nõrkuste (*Weaknesses*), võimaluste (*Opportunities*) ja ohtude (*Threats*) analüüsimise mudel

kõrgkool – silmas on peetud ka ülikoole

A. Sissejuhatus

Tööstuse tootlikkuse tõus võib küll uusi töökohti luua, kuid see ei tähenda, et tööpuudus poleks kõrge, eriti noorte seas. Samal ajal muutuvad nõutavad tööoskused: vajatakse rohkem kõrgetasemelisi teadmisi ja kogemuspõhiseid oskusi. Selleks on vaja tutvustada ja laiendada töökohapõhise õpet kõrghariduses. ApprEnt projekti eesmärk on tugevdada sidet haridus- ja ärimaailma vahel, täiustades koostööd ettevõtete, kõrgkoolide kui ka kutsehariduse pakkujate ning teiste asjakohaste huvigruppide vahel, nagu näiteks avalik sektor, õppijate esindajad ja hariduse pakkujate esindajad, selleks et teavitada kõrghariduse tasemel töökohapõhise õppe võimalustest. Projekti ülesanne on arendada välja vahendid, mis lihtsustaks partnerite koostööd ja parendaks selle tulemusi.

Kõrghariduse tasemel töökohapõhise õppe kõige tähtsam osa on vahetu juhendamine, mida üliõpilased saavad nii juhendajalt kõrgkoolis kui ka mentorilt ettevõttes. Kui juhendaja kõrgkoolis oskab toetada üldiste oskuste, akadeemiliste meetodite ja teoreetilise sisu osas, siis mentoril on kogemusi ettevõtte tegelike väljakutsete ning praktiliste lahenduste rakendamise vallas. Kaks erinevat lähenemist täiendavad teineteist ning on hädavajalikud tulevaste töötajate täielikuks arenguks. Siiski jääb õhku küsimus, kas need kaks erinevat ja teineteist täiendavat juhendaja rolli on piisavalt hästi ette valmistatud, et toetada üliõpilasi selles keerukas kõrghariduse tasemel töökohapõhises õppes. Kas seda rolli täitvad inimesed teavad, kui oluline on koostöö ja jagamine? Kas neil on vajalik pädevus, et olla mentor kõrghariduse tasemel töökohapõhises õppes? Kas nad mõistavad üheselt oskuste arendamise vajalikkust?

ApprEnt on arutanud neid küsimusi peamiste huvigruppidega¹ ja kogunud kokku hulga materjali.

- ▲ Mentoritele² määratakse roll tavaliselt ilma, et neid valmistataks ette ülesandeks toetada tudengeid töökohapõhises õppes.
- ▲ Mentorid näevad oma rolli töökohapõhises õppes tavaliselt kui lihtsalt üliõpilaste juhendamist, kuigi tegelikult on see tunduvalt keerulisem.
- ▲ Igas Euroopa Liidu riigis ei ole kõrghariduse tasemel töökohapõhise õppe mentoritele ette nähtud ametlikku väljaõpet.
- ▲ Nendes riikides, kus mentorkoolitus on küll ette nähtud, mentorid pigem väldivad osalemist, sest see võtab liiga palju aega ning nad ei näe osalemisel mõtet.
- ▲ Organisatsioonid ei näe ette kindlat ajaperioodi, et mentorite oskusi välja arendada või kohendada neid seda töökohapõhise õppe eripäralt.
- ▲ Kõrgharidusasutuste ja ettevõtete mentorid ei tee alati koostööd kogu õpilase õppeprotsessi vältel, mistõttu tekib kommunikatsioonilünk, mis võib mõjutada õppetulemusi.
- ▲ Euroopa Liidu riikides ei ole mentorluse eeskirju ning puudub ka selle töö korralik akrediteerimine.

¹ Projekti jooksul on konsulteeritud üle 200 isikuga (kaasa arvatud 103 inimest, kes osalesid töötubades ja arutelugruppides kuues ELi riigis, 37 juhtumiuuringu autorit, 56 töötajat partnerorganisatsioonidest ning veebipõhistel ja näost näkku konsultatsioonidel osalejad).

² Edaspidi nimetatakse mentoreid ettevõttest ja juhendajaid kõrgkoolist üldmõistega „mentorid“. Sellest hoolimata on oluline mõista kõrgkooli ja ettevõtte töötajate erinevusi, mida on põgusalt selgitatud.

Kõike seda arvesse võttes on ApprEnt projekt loonud mentorkoolituse näidisõppekava, mis üritab olla abiks võimalikele kasutajatele töökohapõhise õppe mentorite väljaõpetamiseks. Kuna näidisõppekava on üldine, siis pakub see piisavalt juhendamist, kuid samas ka paindlikkust, et iga organisatsioon ükskõik millises riigis saaks mudelit ja selle sisu vastavalt enda vajadustele kohandada, võttes arvesse riigi õiguslikku eripära ning samuti organisatsiooni reegleid (eriti neid, mis on seotud aja ja ressursidega).

Näidisõppekava on vahend, mida kasutajad saavad sõnastada ja lihvida vastavalt enda vajadustele ja kontekstile. Sisu on jagatud osadeks: hariduslikud printsiibid, kõrghariduse tasemel töökohapõhise õppe definitsioon, kõigi ApprEnt projekti vahendite kirjeldus, üldine õppekava ülesehitus ja lisad (Annexes). Lisades sisaldub ka näidiskursus, mis on kohandatud Austria kontekstile ning põhineb vaba juurdepääsuga e-kursusel (MOOC). Austria kursus pakub võimalust heita pilk sellele, kuidas näidisõppekavat on võimalik kohandada konkreetse koolituse tarvis.

B. Töökohapõhine õpe kõrghariduses

Enne kui hakata kirjeldama töökohapõhise õppe mentorkoolituse mudelit, on oluline mõista, mis on töökohapõhine õpe kõrghariduses ning millised on selle peamised tunnused.

ApprEnt projekti konsortsium arutas pikalt, kuidas peaks töökohapõhise õpet eristama tavapära praktikast. Neist aruteludest tõusis esile üks tunnus, mida peeti hädavajalikuks. Kuna Euroopa riigid pole loonud kõrghariduse tasemel töökohapõhisele õppele ühist raamistikku, mõistab iga riik seda pisut erinevalt ning seetõttu peab seda teemat käsitledes jääma paindlikuks. Kõrghariduse tasemel töökohapõhises õppes on kõikjal ühtemoodi see, et kõrgkool koostöös ettevõttega loob õppekava, et rahuldada vastava ettevõtte või tööturu vajadusi. Samuti on ühine see, et eesmärk on omandada mingit tüüpi kõrghariduse kvalifikatsioon, diplom või tunnistus. Ometi lähevad arvamused lahku selles osas, milline peaks õppekava olema, et vastata kõrghariduse tasemel töökohapõhise õppe kriteeriumidele. See arutelu võtmeküsimus kajastub definitisioonis, mille ApprEnt on omaks võtnud.

Kõrgkooli ja ettevõtte koostöö vaatenurgast mõistetakse kõrghariduse tasemel töökohapõhise õppena õpet, millel on kõik või vähemalt **neli** allpool nimetatud kuuest tunnusest:

1. õppimine vaheldub töökohal ja kõrgkoolis;
2. programmil on nii töökohal kui ka kõrgkoolis tugev juhendamise/mentorluse osa, milles tööandja ja kõrgkool võtavad koostööna vastutuse pakkuda täenduslikku õppimisvõimalust toetatuna oskusliku juhendamisega, et õppija saaks omandada teadmised, oskused ja pädevuse, mis selles ametis tööks vaja on;
3. töökohapõhine õpe põhineb tasemeõppe õppekaval või on osa sellest;
4. töökohapõhise õppe eduka läbimise korral saavad õppijad kvalifikatsiooni või osalise kvalifikatsiooni ning ametlikult tunnustatud diplomi või tunnistuse;
5. töökohapõhine õpe põhineb ametlikult lepingul tööandja ja õppija vahel, kuid mõnikord võib põhineda lisaks ka lepingul kõrgkooliga;
6. õppijad on lepingujärgselt seotud tööandjaga ja kõrgkooliga ning saavad tasu palgana või stipendiumina.



ApprEnti projekti raames nõustusid partnerid tunnustama kõrghariduse tasemel töökohapõhise õppena juhtumeid, mis vastavad vähemalt neljale ülalmainitud punktile. Nõnda oli võimalik leida näiteid kõigist partnerriikidest ja ka teistest riikidest, mis tõestab seega definitisiooni sobivust.

Küll aga rõhutab konsortsium, võttes arvesse kõigi kuue tunnuse tähtsust, kui oluline on kavandada kõrghariduse tasemel töökohapõhist õpet, mis vastaks kõigile neile tunnustele (mitte ainult neljale). Õigupoolest oleks keeruline pidada täisväärtuslikuks kõrghariduse tasemel töökohapõhist õpet, mis ei näeks ette topeltmentorlust, mis ei sisaldaks lepingut või milles akadeemiline õpe ei vahelduks õppega töökohal.

C. Hariduslikud printsiibid

Peamised mentorkoolitust toetavad printsiibid on:

1. Eesmärk on inimestel, kes on hiljuti hakanud või plaanivad lähitulevikus hakata mentoriks töökohapõhises õppes õppivaile üliõpilaste, saada võimalus arendada oma asjatundlikkust.
2. Osalejate eelnev kogemus on oluline ning sellel on kursuse võtmeroll. See aitab osalejatel mõista kursusel käsitletavaid juhtumeid ja olukordi.
3. Täienduskoolitus on kõige tõhusam, kui sellel keskendutakse probleemide lahendamisele ja mitte niivõrd didaktikale. See tähendab, et:
 - ▲ informatsioon esitatakse allikana, mitte pika loengu vormis;
 - ▲ on ette nähtud aeg tegeleda heade näidetega ja samuti praktiliste juhtumitega, millel on potentsiaali areneda;
 - ▲ õppijaile on ette nähtud aeg reflekteerida iseenda ja oma meeskonna tööalast praktikat;
 - ▲ on ette nähtud aeg analüüsida vastavaid kõrgharidusasutuste kokkuleppeid;
 - ▲ oluline on plaanida muutusi igapäevases tegevuses, et osalejad saaksid mõelda sellele, kuidas oma uusi ideid ellu viia.
4. Eeskujud on oluline osa väljaõppest – näiteks töötajad, kes on edukalt oma tegevuspõhimõtted kasutusele võtnud.
5. On oluline, et professionaalid võtaks kuulda kõige tähtsamat sihtgruppi – töökohapõhise õppe üliõpilasi, kes on juba lõpetanud või veel õpivad. Seda on võimalik teha, kaasates neid koolituses juhtumiuuringute kaudu.
6. Mentorlust töökohapõhises õppes korraldavad kaks inimest – üks kõrgkoolist ja teine ettevõttest. Seetõttu peaks mentorkoolitus vastama nende kahe rolli individuaalsetele vajadustele, lubades neil vastandada oma tehnikaid ja vaatenurki mentorluse osas ning aidates neil üles ehitada meeskondlikku lähenemist. Tähtis on tuua kokku sarnastes rollides professionaale, et nad saaksid üksteiselt õppida, kuid samas on oluline tuua ka erinevate alade professionaalide kokkusaamine.
7. Kursuse loomisel tuleb aluseks võtta see, milline on osalejate positsioon töökohal, millised on nende isiklikud teadmised ja arusaamad kõrghariduse tasemel töökohapõhise õppe ja mentorluse osas, ning sealt edasi minna. See tähendab, et kursust peaks vormima neile sobivaks, mitte vastupidi.
8. On oluline väärtustada seda, mida osalejad juba teavad ja/või oskavad teha. Mõnel inimesel ei ole võib-olla mingeid teadmisi akadeemilisest protokollidest või kõrghariduse kvaliteedistandarditest, kuid ta võib olla mingis kindlas ettevõttes kindlate oskustega ekspert. Eksperti peaks kutsuma selgitusi ja arutelu juhtima siis, kui on selleks õige hetk (nt siis kui neid konkreetseid oskusi parajasti arutatakse).



D. ApprEnt projekti töövahendid

ApprEnti projekt on välja arendanud töövahendid, mida võib pidada mentorkoolituse vajalikuks osaks ning ühtlasi võivad tulla kasuks ka töökohapõhist õpet arendavatele kõrgkoolidele ja ettevõtetele.

I Head näited

Projekt on kogunud 33 juhtumit, mis esindavad kõrghariduse tasemel töökohapõhise õppe näiteid üheksast Euroopa riigist. Juhtumite kogumise mudel, mis keskendub parimate näidete kirjeldusele (mis on teie juhtumis eriti huvitavat?) ja kasutajate tagasisidele (mida teie õpilased programmist arvavad?), näitab konkreetselt iga mudeli edukust või edu puudumist ning aitab hinnata, kuidas mudeleid (või mudelite teatud osi) saaks kasutada mõnes teises keskkonnas.

Kõik head näited on kättesaadavad projekti veebilehel <https://apprent.eucen.eu/tools/>. Iga juhtumi esimesel lehel on graafiliselt näidatud, millised definitsiooni kuuest tunnusest on olemas, ning annab ülevaate, kas see konkreetne juhtum võiks pakkuda informatsiooni otsitava kohta või mitte.

Üheksast Euroopa Liidu riigist kokku kogutud kõrghariduse tasemel töökohapõhise õppe erineva rakendusviisiga juhtumite hulgas on palju näiteid.

II SWOT ja võrdlev analüüs

Projekti eel töötasid partnerid üheskoos, et teha kindlaks, milline on kõrgkoolide ja ettevõtete esindajate ettekujutus töökohapõhisest õppes kõrghariduse tasemel. See arutelu ja töötuba lasi teha kindlaks tugevused, nõrkused, võimalused ja ohud (SWOT analüüsi), mis eri osapoolte arvates sedasorti programmide juurde kuuluvad. Üks suur probleem, mille tõid välja mõlemad osapooled, on vastastikuse usalduse puudumine. Kuid gruppide arvates oli kõrghariduse tasemel töökohapõhisel õppel ka palju kasulikke omadusi. See SWOT-analüüs lõimiti hiljem juhtumiuuringute võrdleva analüüsiga ning kuuest partnerriigist (partnereid on kokku kaheksa) kogutud tagasisidega.

Võrdlev analüüs sisaldab kvantitatiivset ja kvalitatiivset tõlgendust kogutud juhtumitest ja üldistest soovistest, mis põhinevad peamiste huvigruppide riiklikes arutelugruppides antud tagasisidel. Tagasiside kajastab töökohapõhisel õppes osalejate muresid ning ideid, kuidas muuta õpet paremaks nii, et see ettevõtetele, kõrgkoolidele ja ka üliõpilastele rohkem huvi pakuks.

Analüüs on kättesaadav projekti veebilehel <https://apprent.eucen.eu/tools/>.

III Soovituslikud tegevuspõhimõtted

Partnerkohtumiste aruteludele ja, mis veelgi olulisem, huvigrupidelt kogutud tagasisidele toetudes on ApprEnt projekti konsortsium saanud luua tegevuspõhimõtted, mis on mõeldud eri taseme otsustajatele. Iga soovitus toob välja, kuidas üliõpilased sellest kasu võiksid saada. Soovitused, mis on olulised nii Euroopa, riigi kui ka ettevõtte tasandil, puudutavad järgmisi olulisi punkte:

- ▲ regulatsioonid,
- ▲ strateegiline tegevuspõhimõtete planeerimine,
- ▲ väljaõpe,
- ▲ liikuvus,
- ▲ juhendamine ja koordineerimine,
- ▲ kvaliteedi tagamine,
- ▲ ressursside jagamine,
- ▲ rahastus,
- ▲ läbipaistvus,
- ▲ jätkusuutlikkus.

See töövahend proovib võtta kokku peamised põhjused, miks toetada, parendada ja laiendada kõrghariduse tasemel töökohapõhise õppe võimalusi, ning tõstab esile, kui kasulik on see kõigile asjaosalistele. Tegevuspõhimõtete soovitusel (nii detailses kui ka lühendatud versioonis) on kättesaadavad projekti veebilehel <https://apprent.eucen.eu/tools/>.

IV Näidisleping

Üks ApprEnt projekti välja arendatud töövahend on näidisleping, mida kõrgkoolid ja ettevõtted saavad kokkuleppe sõlmimiseks kasutada. Leping, mille peavad allkirjastama töökohapõhise õppe kõik kolm osapoolt (üliõpilane, kõrgkool ja ettevõtte), püüab kaitsta kõigi huve ning rõhutada vajadust teha koostööd ja panustada partnerlussuhetesse. Näidislepingus on teave selle kohta, miks iga osapool on oluline ning miks on hea koostöö kõrghariduse tasemel töökohapõhises õppes rahuldustpakkuv ja kasulik kõigile asjaosalistele.

ApprEnt projekti näidisleping on loodud mitme kõrgkoolides juba kasutusel oleva lepingu põhjal ning on kättesaadav projekti veebilehel <https://apprent.eucen.eu/tools/>.

V Turunduspakett

Kõrghariduse tasemel töökohapõhine õpe ei ole laialdaselt tuntud. Üks projekti eesmärke on anda töökohapõhise õppe veendunud kasutajatele vahendid, mille abil on lihtsam teavitada ka teisi võimalikke huvilisi töökohapõhise õppe kasulikkusest. ApprEnt projekti turunduspakett sisaldab ülevaadet, mis on töökohapõhine õpe kõrghariduses ning kuidas läheneda kõrgkooli või ettevõtte esindajaile ja võimalikele õppijaile. Samuti sisalduvad seal tsitaadid kasutajatelt ning soovituslik viis, kuidas läheneda huvilisele, kes veel ei osale töökohapõhises õppes.

Pakett on kättesaadav projekti veebilehel <https://apprent.eucen.eu/tools/>.

E. Mentorlus – ülesanded ja oskused

Kahe õppimisvõimalust pakkuva asutuse, st kõrgkooli ja ettevõtte koostöös arendatav töökohapõhine õpe nõuab ka juhendamist mõlemalt poolt. Kummalgi asutusel on erinev tegevusloogika:

- päris töö *versus* standardiseeritud õpiolukorrad
- õppimine kogemuse kaudu *versus* teoreetiline õpe

Suhtlus kõigi osapoolte vahel on fundamentaalne. Kommunikatsioon liigub eri suundades, nagu näidatud joonisel 3 (vt 6. moodul, lk 25) – mentorite vahel ning iga mentori ja tema üliõpilaste vahel (mõlemas suunas). Meeskonnana töötamise oskus on hädavajalik.

Kommunikatsiooni- ja jagamisvajadus saab kõige paremini rahuldada, kasutades näiteks erinevaid rakendusi (vt Lisa 3).

Mentorite ülesanded

Tööalane mentor

- ▲ aitab kaasa lõimumisele töökohal;
- ▲ tuvastab õppekavaga kooskõlas olevad õppimise kohad tööprotsessis;
- ▲ defineerib õpitee, mis oleks kooskõlas õppekavaga;
- ▲ juhendab üliõpilast ettevõttes toimivas õppeprotsessis;
- ▲ hindab üliõpilase arengut;
- ▲ paneb paika akadeemilised vahendid, mida töökohal kasutatakse.

Akadeemiline mentor

- ▲ annab tudengile nõu;
- ▲ jälgib, kas töö, mida tudengil palutakse teha, on vastavuses õppekavaga;
- ▲ hoiab silma peal akadeemilistel tulemustel;
- ▲ juhendab üliõpilast õppeprotsessis;
- ▲ hindab üliõpilase arengut;
- ▲ paneb paika akadeemilised vahendid, mida töökohal kasutatakse.

Mentoritelt nõutavad oskused

- ▲ külalislahkus
- ▲ oskus kontekstis vaadelda
- ▲ oskus planeerida eeldatavaid tulemusi
- ▲ oskus hinnata
- ▲ oskus juhendada

- ▲ oskus aidata
- ▲ oskus tunnustada
- ▲ oskus lõimida
- ▲ oskus teha koostööd teiste mentoritega

Lisas 6 on nimekiri mentorilt eeldatavatest oskustest ja pädevustest.

F. Mentorkoolituse ülesehitus

Mentorkoolituse mudel koosneb arutelu küsimustest ja soovituslikest allikatest, mis võiksid arutelu toetada ja mida saab käsitleda eri viisidel, kasutades erinevaid meetodeid ja harjutusi (nt ajurünnak, rollimängud, juhtumiuuringute hindamine, üliõpilaste ja eeskujude kaasamine).

ApprEnt projekti mentorkoolituse mudelil on seitse osa.

- ▲ 1. moodul. Ettevalmistus – töökohapõhise õppe eripärad ja eelised kõrghariduses
- ▲ 2. moodul. Sissejuhatus juhendamisse töökohapõhises õppes
- ▲ 3. moodul. Kuidas mõista töökohapõhise õppe üliõpilaste ootusi ja vajadusi
- ▲ 4. moodul. Õpistrateegia planeerimine
- ▲ 5. moodul. Õppeprotsessi toetamine
- ▲ 6. moodul. Koostöövahendid mentoritele
- ▲ 7. moodul. Täiendusõpe – tegevusplaani osalejatele

Enne, kui hakata mentoreid õpetama, tuleks läbi lugeda kõik seitse moodulit ning mõelda, kuidas neid käsitada ja käsitleda. See aitab korraldada fokuseeritud ja tulemuslikumaid õppesessioone.

Tasub süveneda ka vaba juurdepääsuga e-kursuse vormis pakutava mentorkoolituse näitesse (vt Lisa 8), et leida sellest inspiratsiooni oma kursust ette valmistades.

1. moodul. Ettevalmistus – töökohapõhise õppe eripärad ja eelised kõrghariduses

Enne mentorkoolituse algust peaks võtma ühendust kõrgkooli ja ettevõtte töötajatega, kes kursusel osalevad, ja paluma nende abi õppepäevade ettevalmistamisel. Andke neile ettevalmistusteks aega (vähemalt 2 nädalat), sest materjali, mida nad võiksid lugeda ja kokku koguda, on päris palju.

Soovituslikud kursuse-eelsed ettevalmistused osalejatele:

- ▲ **Individuaalsed rollid** – iga osaleja peaks ette valmistama ühe lehekülje pikkuse teksti, milles sisalduvad:
 - ▼ kirjeldus praegusest rollist töökeskkonnas
 - ▼ pädevusvaldkond
 - ▼ üliõpilaste juhendamise või õppijatega töötamise kogemus
 - ▼ motivatsioon olla mentor
 - ▼ ootused/eeldused
 - ▼ võimalik panus arutellu
 - ▼ muu asjakohane info

- ▲ **Üldine lugemisvara** – võib käsitleda erinevaid valdkondi, näiteks:
 - ▼ Eesti seadused ja regulatsioonid
 - ▼ Euroopa vaade töökohapõhisele õppele
 - ▼ Euroopa Kutseõppe Arenduskeskuse (CEDEFOP) aruanded töökohapõhise õppe kohta jms

- ▲ **Asutusesisene lugemisvara** – eelkõige:
 - ▼ organisatsiooni tegevuspõhimõtted ja õppetegevuse regulatsioonid võimaldamaks töökohapõhise õppe arendamist ja kaasamist (vt Hindamine)

- ▲ **Võtmeallikad** – näiteks:
 - ▼ mõned ApprEnti juhtumiuuringud
 - ▼ võrdlev analüüs ja soovituslikud tegevuspõhimõtted

- ▲ **Hinnangute andmine** – näiteks:
 - ▼ konkreetset juhtumiuuringud ja nende võrdlemine enda kogemusega

- ▲ **Dokumendimallide kogumine** – nagu näiteks:
 - ▼ materjalid, mida üliõpilaste juhendamisel kasutatakse

- ▲ **Teiste ApprEnti töövahendite ja materjalide lugemine** – näiteks:
 - ▼ näidislepingud
 - ▼ turunduspakett

- ▲ **Mentorite ülesannetest ja oskustest rohkem teada saamine** – alustuseks:
 - ▼ käesoleva dokumendi osa E

2. moodul. Sissejuhatus juhendamisse töökohapõhise õppes

Sissejuhatus eesmärk on, et kõik osalejad tunneksid üksteist, jagaksid ootusi ja motivatsiooni, ning arutaksid töökohapõhises õppes osalevate üliõpilastega tegelemise eripära üle.

Kes me oleme?

- ▲ Osalejate sissejuhatus ja tutvustus, kui nad üksteist ei tunne (kui tunnevad, siis võib selle punkti vahele jätta)
- ▲ Põgus sissevaade, mida osalejad soovivad kursuselt saada. Kasutage individuaalseid rolle, millest nad on kirjutanud **moodulis – Ettevalmistus – kõrghariduse töökohapõhise õppe eripärad ja eelised**) ning arutage osalejate erinevaid individuaalseid eesmärgi.
- ▲ Kursuse programmi ja aluspõhimõtete esitlus

Mis on töökohapõhise õpe kõrghariduses?

- ▲ Arutage väikestes gruppides:
 - ▼ Mida teie töökohapõhise õppe all mõistate?
 - ▼ Kuidas teie arvates töökohapõhine õpe kõrghariduses erineb tavapärasest tasemeõppe osaks olevast praktikast kõrgkoolis?
- ▲ Arutage väikestes gruppides:
 - ▼ Millised vahendid on teie ettevõttes või kõrgkoolis juba olemas, et oleks võimalik töökohapõhist õpet pakkuda?
 - ▼ Millist töökohapõhist õpet peaks teie organisatsioonis rakendama?
- ▲ Kust võiks leida rohkem teavet juba kasutusel oleva töökohapõhise õppe ja selle kasulikkuse kohta?

Soovituslikud allikad:

- ❖ Loe *Lisa 1, Lääne-Bretagne'i ülikooli (Université de Bretagne Occidentale) õppe- ja praktikaprogrammide kokkuvõtlik mudel*
- ❖ Loe *Lisa 2, Case P01.4ES "University of Deusto"*

Miks on oluline, et töökohapõhises õppes õppijail oleks nii akadeemiline kui ka ettevõtte mentor?

- ▲ Arutage väikestes gruppides:
 - ▼ Kes on mentor?
 - ▼ Miks on teie arvates töökohapõhise õppe üliõpilastel vaja kahte mentorit?
 - ▼ Kumb kahest mentorist on olulisem? Miks?

- ▲ Arutage segagruppides:
 - ▼ Mida oleks kõrgkooli töötajatel õppida ettevõtte töötajatelt?
 - ▼ Mida oleks ettevõtte töötajatel õppida kõrgkooli töötajatelt?
 - ▼ Miks on mündi mõlemad pooled olulised ja miks need teineteist töökohapõhises õppes täiendavad?

- ▲ Arutage segagruppides:
 - ▼ Kujutlege ideaalset koostööd akadeemiliste ja ettevõtte mentorite vahel. Milliseid töövahendeid oleks neil vaja? Kuidas võiksid nad jagada tööd ja teadmisi selle üliõpilase kohta, kellega nad töötavad?

Soovituslikud allikad:

- ❖ Loe *Lisa 3, Kasulikud vahendid topeltmentorluseks*
- ❖ Loe *Lisa 6, Mentorite võtmeoskused ja pädevused*
- ❖ Loe *Lisa 7, Mentorite vajadused ja nähtavus*

3. moodul. Kuidas mõista üliõpilaste ootusi ja vajadusi töökohapõhises õppes

Töökohapõhine õpe pakub õppijale võimalust omandada haridus, bakalaureuse- või magistrikraad läbipõimituna õppides ja töötades. Üliõpilasel kulub osa ajast tööle ja ülejäänud aeg õppimisele. Selline meetod laseb õppijal oma tööalal areneda ning samal ajal omandada kõrgetasemelised mitmel pool rakendatavad teadmised ja oskused.

Peamised põhjused, miks üliõpilased valivad töökohapõhise õppe:

1. nad saavad õppida paindlikumalt;
2. neile õpetatakse peamisi oskusi, mida tööandjad oma töötajatelt ootavad;
3. nad õpivad omas rütmis ja mentorite toetusega;
4. nad muutuvad oma töös enesekindlamaks;
5. nad teenivad õppimise ajal raha;
6. neil on suurem võimalus pärast kõrgkooli lõpetamist tööle saada või jääda;
7. tihtipeale pakutakse neile kõrgemat palka kui teistele lõpetajatele.

Sellest hoolimata läbivad töökohapõhise õppe üliõpilased väga nõudliku ja väljakutserohke õppimisviisi – nad peavad täitma akadeemilised nõudmised selles kõrgkoolis, kus õpivad (nagu teised üliõpilasedki), ning samal ajal täitma tööalased nõudmised selles ettevõttes, mis neid tööle võttis.

Miks on töökohapõhine õpe eriline?

- ▲ Arutage väikestes gruppides:
 - ▼ Kas teie arvates on tavalistel üliõpilastel samad eesmärgid nagu üliõpilastel töökohapõhises õppes?
 - ▼ Kuidas väärtustate mõtet samaaegselt õppida ja töötada?
 - ▼ Kas teie arvates on töökohapõhise õppe üliõpilastel vaja toetust, et täita oma kohustusi nii kõrgkoolis kui ka ettevõttes? Milline see toetus võiks olla?
- ▲ Töötage väikestes gruppides:
 - ▼ Kohandage üks tavapärane kursuseprogramm töökohapõhise õppe vajadustele ja eripärale vastavaks.
 - ▼ Arutage oma grupis, millised lisad/muutused võiksid töökohapõhises õppes olla, võrreldes sarnaste tavapäraste kursustega.

Soovituslikud allikad:

- ❖ Vt *Joonis 5 (Lisa 1)* – kas teile teadaolevat õppe- ja praktikaprogrammid jälgivad selle diagrammi struktuuri?

Kuidas töökohapõhise õppega kohanduda?

- ▲ Arutage väikestes gruppides oma eelnevaid kogemusi üliõpilastega töötamisel:
 - ▼ Kuidas võiks eelnev kogemus juhendajana kasuks tulla?
 - ▼ Kas eelnev kogemus võib uues rollis hoopiski koormavaks osutuda? Miks?
 - ▼ Kuidas oleks võimalik eelnevat kogemust kasutada ja seda töökohapõhise õppe üliõpilaste nõudmistele kohandada?

Soovituslikud allikad:

- ❖ Loe **turunduspaketti**, eriti just võimaikule õppijale suunatud osa
- ❖ Loe *Lisa 2, juhtum P01.1 "University of Chester (UK)"*, lk 47

4. moodul. Õpistrateegia kavandamine

Tavaliselt on töökohapõhine õpe pädevusele orienteeritud ja õppijaile keskendunud. Pädevuste dokumenteerimiseks ja nende hindamiseks on soovituslik kasutada portfooliopõhist lähenemist³.

Mentorid toetavad õppijaid neid järjepidevalt juhendades. Töökohapõhises õppes oodatakse õppijailt, et:

- ▲ neist saaks ennastjuhtivad õppijad (et nad arendaks oma elukestva õppe võimekust);
- ▲ nad dokumenteeriks informaalset õpet töökohal ja analüüsiks seda (*õppimise logiraamat*);
- ▲ nad tõestaksid õpitut dokumentide kaudu (*tutvustav e-portfoolio*) ja oskaksid end ise kindlaskujunenud kriteeriumide põhjal hinnata;
- ▲ nad suudaksid ühendada teooria ja praktika.

Esimene samm üliõpilase õpistrateegia kavandamisel on teha intervjuu (või vajadusel mitu), et välja selgitada, mida üliõpilane varem õppinud on, ning sobitada see valitud töökohapõhise õppe õpitulemustega. Järgmised sammud oleksid:

- ▲ sõnastada töökohapõhise õppe õpitulemused, mida on vaja saavutada;
- ▲ arutada üliõpilastega ja valida õpistrateegia, kaasa arvatud projekt, milles osaletakse ettevõttes;
- ▲ arutada ettevõttega õpistrateegiat ning kokku leppida tulemusnäitajad, et saavutada õpiväljundid nii ettevõttes kui ka kõrgkoolis.

Õppe planeerimine:

- ▲ Arutage väikestes gruppides:
 - ▼ Mis on kõige olulisem informatsioon, mida üliõpilastelt teada saada?
 - ▼ Kuidas julgustada üliõpilasi olema arutelus proaktiivsed?

Omandatud pädevused:

- ▲ Arutage väikestes gruppides:
 - ▼ Kuidas teha kindlaks, millised praktilised oskused üliõpilasel juba olemas on?
 - ▼ Kuidas teha kindlaks, kas üliõpilase praktilised oskused on samal tasemel nagu ettevõtte ja kõrgkool nõuavad?
 - ▼ Kes peaksid praktiliste oskuste kindlaks tegemises osalema? Miks?

Soovituslikud allikad:

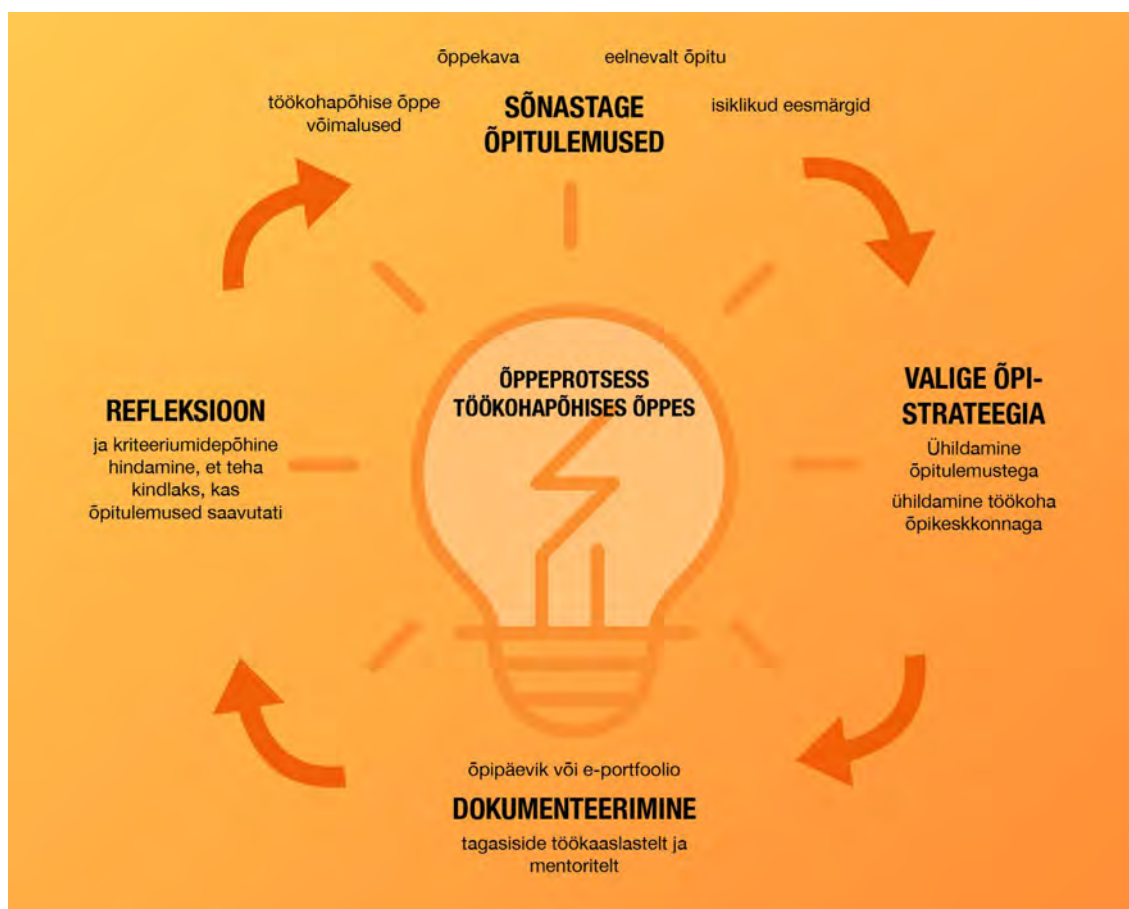
- ❖ Loe *Lisa 4 Küsitlusmeetodid*

³ Karsten 2012

5. moodul. Õppeprotsessi toetamine

Juhendamine töökohapõhises õppes põhineb arusaamal, et alustavad mentorid pakuvad oma juhendatavatele palju tuge, mida hakatakse järk-järgult vähendama, et juhendatavad saaksid hakata oma õppeprotsessi ise reguleerima.

Joonis 1 kujutab õppeprotsessi töökohapõhises õppes ja seda, kuidas mentorid saavad eri etappides abiks olla. Need neli etappi põhinevad transversaalsete oskuste õppemudelil, mis arendati välja EL-i projektis ATS20204.



Joonis 1 Mentorite ja õpilaste tavapärased ülesanded HEA õppeprotsessis. Joonise aluseks on ATS2020 „E-portfooliol põhinev transversaalsete oskuste õppemudel” (Ghoneim, Gruber-Mücke ja Grundschober, 2017).

⁴ <http://www.ats2020.eu/>

Joonis 1 on kujutatud mentorite ülesanded õpilaste õppeprotsessis.

1. **Ootuspärased õpitulemused** – määrata koos üliõpilastega kindlaks mitu (neli või viis) õpitulemust iga õppefaasi kohta. Neid raamivad õppekavas määratud õpitulemused ja üliõpilase varasem õpikogemus. Samuti kuuluvad sinna hulka kriteeriumid, millega õpitulemuste saavutamist mõõta.
2. **Õpistrateegia** – arendada koos üliõpilastega välja õpistrateegia, mis võtab arvesse erinevaid õpikeskkondi ehk kõrgkooli ja töökohta.
3. **Lisadokumendid ja tagasiside** – arutada üliõpilastega õppeprotsessi ja õpitulemuste saavutamist toetavate dokumentide (õppepäevik või portfoolio) üle. Anda õppeprotsessi toetamiseks tagasisidet (formatiivne tagasiside).
4. **Analüüs** – analüüsida protsessi küsitlusmeetodite ja tagasiside abil. Iga õppefaasi lõpus kontrollivad üliõpilased, kas on saavutanud õpitulemused. Samuti märgivad nad ära, milliseid mitte-ootuspäraseid õpitulemusi on nad saavutanud. Üliõpilased näitavad, kasutades oma dokumente (vt punkt 3), mil määral on nad õpitulemused saavutanud ning võtavad need kokku aruandes või portfoolios. Mentorid vaatavad aruande üle ja annavad tagasisidet.

Kuidas erineb see mentorluse protsess teie tavalistest juhendamise meetoditest?

- ▲ Arutage väikestes gruppides:
 - ▼ Milliseid neid neljast punktist te tavaliselt kasutate või olete kasutanud üliõpilaste juhendamiseks?
 - ▼ Milline neist neljast punktist nõuab teie arvates kõige rohkem tööd?

Vaadake Joonist 2 ja mõtisklege ...

- ▲ Mida see pilt teie arvates tähendab?
- ▲ Kes võiksid sinu arvates olla need inimesed joonisel (töökohapõhise õppe kontekstis)?



Joonis 2 Joonistus 'Significado' (CC BY-NC 4.0 Licence)

Milliseid lisamaterjale te kasutate ja/või vajate?

- ▲ Arutage väikestes gruppides:
 - ▼ Kas olete kunagi varem kuulnud õpipäevikust või portfooliost? Kas olete neid varem kasutanud? Miks?
 - ▼ Kas teil on spetsiaalseid dokumente, miks võiksid aidata mõnega eelpoolmainitud neljast punktist? Miks need võiksid kasulikud olla?
 - ▼ Kas oleksite nõus kasutama digitaalseid abivahendeid? Milliseid? Mille jaoks?

Soovituslikud alikad:

- ❖ Loe *Lisa 4 Küsitlusmeetodid*
- ❖ Loe *Lisa 5 Õpiportfoolid*

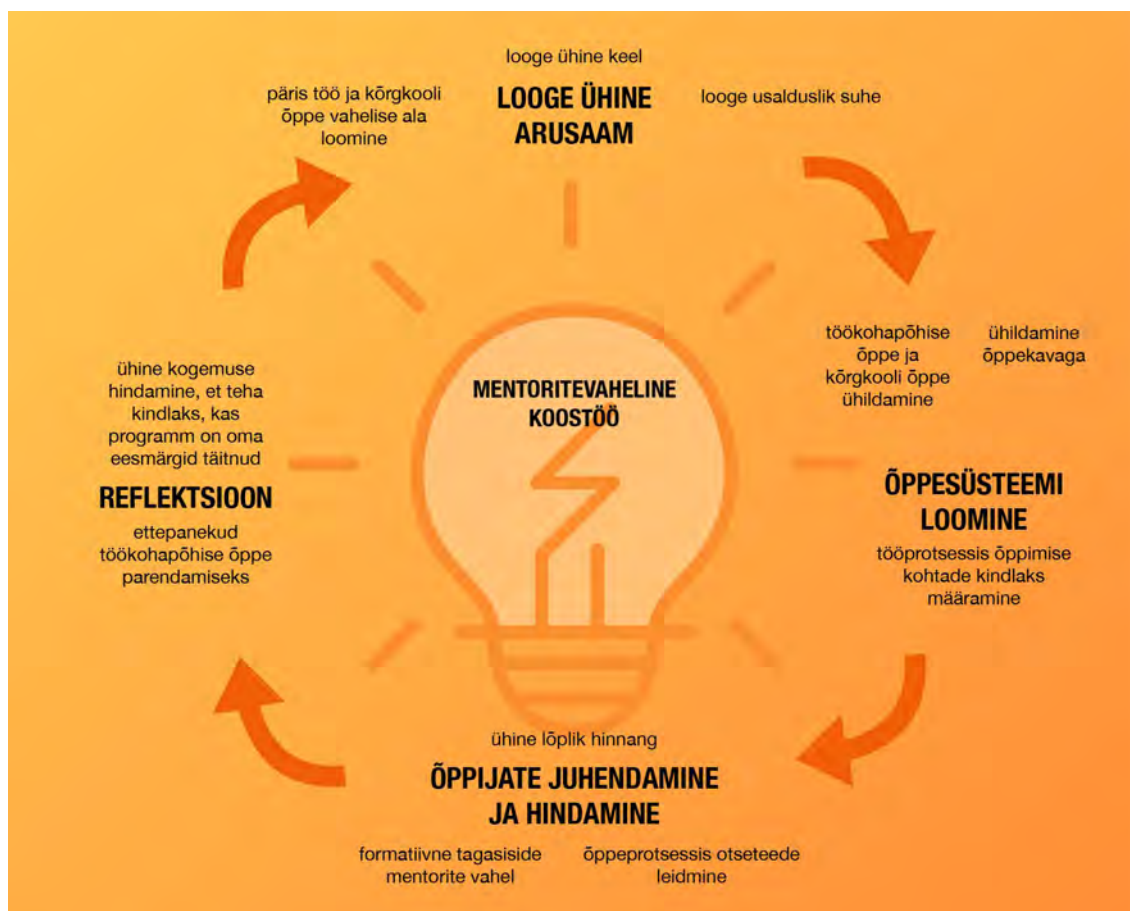
6. moodul. Koostöovahendid mentoritele

Töökohapõhine õpe kõrghariduses on õppeprotsess kahes erinevas õpikeskkonnas – kõrgkoolis ja töökohal –, nii et kummaski õpikeskkonnas on üks mentor. Seetõttu on töökohapõhise õppe edukaks toimimiseks vajalik koostöö mentorite vahel. Joonis 3 on kujutatud kommunikatsioonivood mentorite vahel ning mentorite ja õpilaste vahel.



Joonis 3 Kommunikatsioonivood mentorite vahel ning mentorite ja õpilaste vahel.

Selleks, et tagada edukas õppeprotsess, vajavad kahes õpikeskkonnas välja arendatud töökohapõhine õpe juhendamist ja mentorlust mõlemas keskkonnas ning samuti koostööd mentorite vahel.



Joonis 4 Hea mentorite tavapärased koostööprotsessid.

Joonis 4 leheküljel 25 on kujutatud kõrgkooli ja ettevõtte mentorite koostöövaldkonnad:

- I. **Ühine arusaam:** töökohapõhine õpe ühendab omavahel akadeemilise maailma ja töömaailma. Töökohapõhist õpet kavandades ja rakendades on oluline luua kahe maailma vaheline ala, kus need kaks saaksid kohtuda ja luua ühise arusaama seostest teooria ja praktika vahel, ning arendada mentorite vahel välja usalduslik suhe. See võiks olla ka osa õppekava kavandamisest, millesse võiksid olla kaasatud kõik huvigrupid (üliõpilased, tööandjad, mentorid jt). Kõik huvigrupid, aga eelkõige mentorid, peaksid mõistma tunnustatud õppetasemeid, ootuspäraseid õpitulemusi, ainepunktidel põhinevat hindamist jne.
- II. **Õpitee kavandamine:** töökohapõhine õpe on kombinatsioon traditsioonilisest õppeainepõhisest õppest ja kogemuspõhisel õppest töökohal. Konkreetse õpitee kavandamine – kaasa arvatud õppimiskohtade kindlaks tegemine tööprotsessis – nõuab sujuvat koostööd mentorite vahel kõrgkoolis ja ettevõttes.
- III. **Õppijate arengu hindamine:** töökohapõhise õpe on kombinatsioon töötades oskuste ja pädevuste omandamisest ning kõrghariduses nõutavast kognitiivsest arengst. Siiani on osutunud probleemiks, kes ja millal on pädev hindama õppija arengut. Samuti on oluline, kuidas üliõpilase arengu järjepidev hindamine on kaasatud tagasisideprotsessidesse, et tagada kõrgekvaliteediline õpe.
- IV. Töökohapõhise õppe **analüüsimine**.

Kuidas ja millal teha koostööd?

- ▲ Arutage väikestes gruppides:
 - ▼ Milline neist valdkondadest on kõige keerulisem?
 - ▼ Kuidas julgustaksite koostööd ja tagasisideprotsessi mentorite vahel?

Milliseid lisamaterjale te kasutate ja/või vajate?

- ▲ Arutage väikestes gruppides:
 - ▼ Kas koostöö jaoks on vaja konkreetseid dokumente? Milliseid
 - ▼ Kas te kasutaksite digitaalset vahendeid? Milliseid? Mille jaoks?

Soovituslikud allikad:

- ❖ Loe [Lisa 3 Kasulikud vahendid topeltmentorluseks](#)

7. moodul. Täiendusõpe – tegevusplaani osalejatele

Kui kõik eelnevad mentorkoolituse etapid on läbitud, peaks kursus sisaldama ka refleksiooni etappi, kuidas kursusel õpitud teadmisi ja vahendeid oma tegevuses kasutada. Refleksiooniks pakume välja mõned küsimused:

- ▲ Mida ma õppinud olen?
- ▲ Kuidas saab õppimine minust parema mentori teha?
- ▲ Mida õpitust saaksin kasutada, et oma tööd paremaks muuta?
- ▲ Mida uutest vahenditest saaksin oma töös veel kasutada, et juhendamise protsessi lihtsustada?
- ▲ Mille kallal peaksin veel vaeva nägema, millega jätkama?
- ▲ Millised allikad, kui neid oleks saadaval, võiksid veel kasuks tulla?
- ▲ Mida saaksin jagada kolleegidega, kes alustavad üliõpilaste juhendamist töökohapõhises õppes?
- ▲ Mida me ühtse grupina saame teha, et oma organisatsiooni tegevuspõhimõtteid ja tööd paremaks muuta?

Samuti saavad osalejad lisada oma personaalsele tegevusplaani viisi, kuidas ise enda saavutusi jälgida, näiteks märkides õpipäevikusse üles edukad juhtumid. Või kirjutades üles, mida kursuse jooksul õpivad, näiteks:

- ▲ Kuidas mõjutab uus lähenemine mentorlusele juhendatavaid üliõpilasi?
- ▲ Kuidas see neile kasuks tuleb?
- ▲ Kas saan positiivset tagasisidet üliõpilastelt, kellega töötan?
- ▲ Kuidas tean, et nende positiivne kogemus ärgitab neid ka teistele üliõpilastele töökohapõhisest õppes rääkima?

Tuleks ka kasuks, kui osalejad analüüsiks võimalusi ja paranenud tulemusi, mida koostöö mentoritega partnerorganisatsioonist neile pakub:

- ▲ Kuidas selline koostöö aitab üliõpilaste õpitulemusi paremaks muuta?
- ▲ Miks täiustab paarides töötamine (isegi interneti teel) teie enda tööd?
- ▲ Mida saaks oma partnermentoriga õppida, mis võiks aidata kohandada oma lähenemist mentorlusele?

Võiks mõtiskleda ka selle üle, kas topeltmentorlus on toonud endaga kaasa uusi arenguid:

- ▲ Kas olete isiklikult uutes kõrgkooli-ettevõtte koostööprojektides osalenud?
- ▲ Kas olete saanud uusi kontakte, millest võiks tulevikus kasu olla?
- ▲ Kas teile tundub, et teie kõrgkool/ettevõtte on rohkem nähtav tänu teie tööle mentorina?
- ▲ Kas teie kõrgkool/ettevõtte on teie arvates nüüd ühiskonnas tegusam?

Selline iseenda analüüsimine aitab osalejatel oma lähenemist viimistleda ja muutuda teadlikumaks võimalikest takistustest või väljakutsetest. Nõnda käituvad mentorid kui analüüsivõimelised töötajad, kes õpivad oma kogemustest ja suudavad oma praktikat kogu karjääri vältel aina paremaks muuta.

Soovituslikud allikad:

- ❖ Loe *Lisa 6 Mentorite võtmeoskused ja pädevused*
- ❖ Loe *Lisa 7 Mentorite vajadused ja nähtavus*

F. Lisad

Lisa 1: Lääne-Bretagne'i ülikooli (Université de Bretagne Occidentale) õppe- ja praktikaprogrammide kokkuvõtlik mudel

Lisa 2: Valitud ApprEnti juhtumiuuringud

Lisa 3: Kasulikud vahendid topeltmentorluseks

Lisa 4: Küsitlusmeetodid

Lisa 5: Õpiportfoolid

Lisa 6: Mentorite võtmeoskused ja pädevused

Lisa 7: Mentorite vajadused ja nähtavus

Lisa 8: Austria kursusemudeli prototüüp: *MentorMOOC*

Märkus. Lisad on saadaval ainult originaalversioonis (inglise keeles).

Annex 1: UBO's apprenticeships model in a nutshell

UBO Apprenticeship office

The University of Brest (UBO) has developed a centralised office that coordinates all the HEA programmes led by the university in collaboration with industry, the "UBO Apprenticeship office". This office takes care of the pedagogical, professional and personal aspects of apprentices entering one of the HEA programmes of their university. The office gives guidance and counselling to students who start a new programme and when they start their work, especially if it is difficult. One of their main tasks is also to help students to prepare for interviews but also how to find accommodation or how to move to the city where they will work (in the case the company is not local).

This kind of support can only be ensured in HEIs committed to social dimension of universities. Students do not feel alone and the drop-out rate is insignificant compared to other type of programmes.

The apprenticeship agreement includes a three-week trial period for adaptation. It includes a clear note specifying that an apprentice does not replace a standard employee within the hosting company, but rather that the apprentice will bring something new, non-existing in the company.

The availability of these HEA programmes are promoted in different ways. And the match of apprentices-companies is sometimes done by organising "Job Dating" events, where enterprises present their needs and students can see what is available and maybe offer a specific project to be undertaken.

Alliances and co-operation

UBO offers HEA programmes that are delivered sometimes in collaboration with third parties. One of these allies is the University Institute of Technology (IUT) which has a clear strategy towards SMEs and apprenticeship approaches.

Mentors in at IUT are given a manual at the beginning of the course and they are expected to apply it. The role of company mentor is to help apprentices to integrate into the workspace, to define progression and to validate the academic tools used while working. The role of the academic mentor is to give advice the apprentice, to look after the adequacy between the work the student is asked to do and the degree the apprentice is studying, to keep track of the academic results, etc. The academic mentor visits the apprentice at work at least one time. The company mentor attends the "viva" exam at the end of the programme.

Definition of the programme

Once a year academic representatives and of the partner enterprises meet to decide what is important and whether the programme needs to be changed or updated, trying to get closer to what the enterprises need.

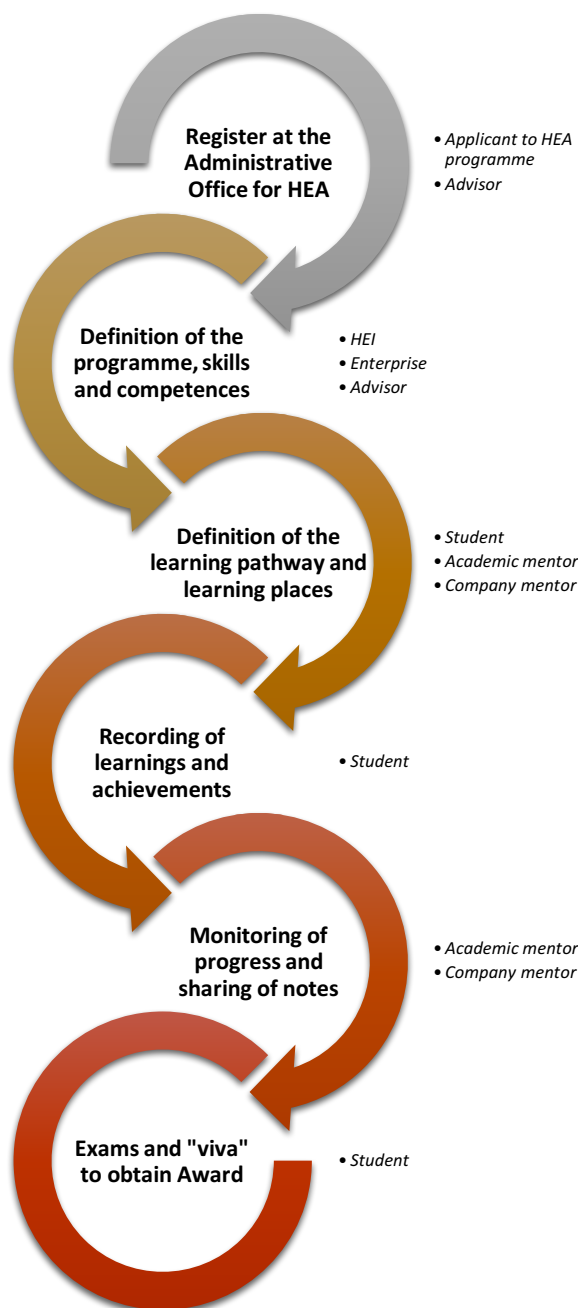


Figure 5 Steps in the process towards obtaining a HEA Award and indication of actors involved (C Royo, 2019)

Annex created by Carne Royo based on observations during the ApprEnt workshop in Brest, May 2018.

Annex 2: Selected ApprEnt case studies

This annex only portrays a limited number of case studies collected during the ApprEnt project. Full access to all the case studies is available from <https://apprent.eucen.eu/tools/>

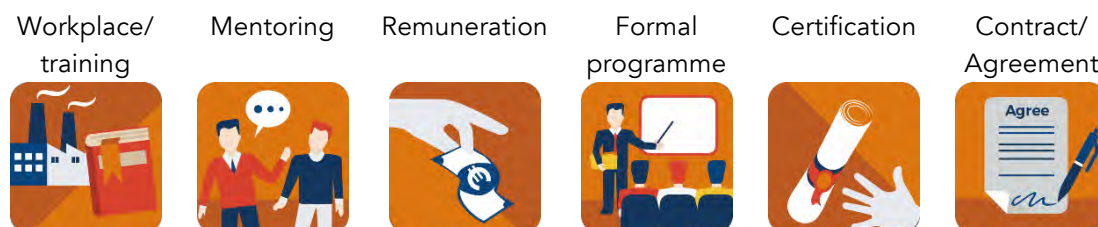
List of cases included in this document:

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CASE STUDY P08.2 | Universidad Complutense de Madrid (ES)

Authors: Lucila FINKEL

Suitability of this case to the ApprEnt definition of HEA: 100%



Description of the model:

In recent years, Spain has approved new regulations that aim to implement a new model of active employment policies, embodied in the Spanish Strategy for Employment Activation 2014-16 (EEAE). It is especially important to mention the publication in September 2015 of Act30/2015 regulating vocational training for employment which attempts to face the changes needed to modernize the production model and place Spain on a sustainable path of growth thus generating stable and quality employment for all.

Dual training was also reinforced with a new regulation on certain aspects of the training and apprenticeship contract. Despite the low number of this type of contracts (not more than 1%) there has been a significant increase of 25% since 2014, coinciding with the new regulatory development. Regional authorities may initiate public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs. These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests, or minimum qualification requirements from sectoral regulatory bodies.

Adults with no qualification may have their skills recognised or acquire a formal qualification through training. Key competences tests for advanced VET programmes and professional certificate access have been developed. Online or virtual learning environments and platforms are being developed to ease access to VET programmes. Reform in 2015 aims to increase CVET quality and improve the management of public funds dedicated to training for employment to prevent fraud. This is to be guaranteed through accreditation of VET providers and by offering training leading to formal qualifications. Monitoring training outcomes, including transition to employment, will also support training quality; for this purpose, a common training database is under development. Social partners and regional authorities participate in CVET quality assurance.

Possible Learning Schemes For Apprenticeships In Spain:

- ▲ VET system with compulsory training module in working centers;
- ▲ Dual VET or apprenticeships: dual training + contract or scholarships + learning agreement;
- ▲ Continuing vocational education and training programmes (CVET) in the employment system resulting in certificates of professionalism or diplomas;

- ▲ Institutions of higher education: permanent or continuing education programmes (with or without dual training schemes); industrial doctorates (Torre Quevedo Scholarships); official degrees with long internships programmes.

Strengths and Weaknesses:

The strength and at the same time the weakness of the apprenticeship system in Spain lies in its current flexibility: since it is not well defined, it currently encompasses different formulas, as described. Besides, one must point out the high qualification of the teaching staff in our country and the great space of improvement in fostering the links between the education system and companies, without losing the autonomy, quality, and plurality of the system.

Good Practice:

Objective of the Master's Degree

The aim of the Master's Degree in Auditing and Accounting is to prepare, both academically and professionally, future accounting experts and account auditors. For the latter, it seeks to meet the conditions that the Institute of Accounting and Auditing of Accounts establishes for the theoretical training programmes of auditors and the passing of the first phase of the examination process for legal access to the practice of auditing.

Methods of Teaching and Learning

External internships in companies represent a nuclear part of the academic curriculum "It is very important that the students are not going for coffee for the boss" (Coordinator).

Students have explained to us the activities they usually carry out: visit to clients, annual accounts, and circularisation of banks of suppliers – which means that students directly participate in the audits. They consider that without these internships there would not be a proper learning process, or not the one required in order to acquire the necessary skills.

Students enjoy a training process adapted to the real world of the company, something that, in general, they value very positively. This learning process is carried out in an extraordinary way by the collaborating companies (for example, they teach Excel for Audit). They also have an internal training program in the auditing companies.

These companies offering external curricular internships also take part in the teaching activity. The assessments of external internships are carried out both by the University and the companies; the courses given by companies are also evaluated in the same way. External internships are initially carried out within the company. Here, after a period of one or two weeks, student intern come into contact with customers.

Supervision and Mentoring

Two tutors, one from the University and the other from the company, are assigned to the student throughout the programme; the university tutor is responsible for the internship. In addition, students usually work directly with a senior auditor, who accompanies them in the learning process. What has been learned is incorporated in the University' owns platform called GIPE (Integral Management of External Internships), where all the information related to the management of the internships and the activities developed by the students is collected. In the final report, students have to detail their daily activities, what they have learned, in which way they have contributed to the company, etc.

Selection Criteria

To be admitted to the master it is necessary to possess at least a B2 level of English, to provide both the curriculum and the transcripts of the academic record, and to hold a degree in Business Management, in Accounting, in Finance, a double degree in Law-Business Management, or in related fields. These requirements appear on the web page and in Verifica, a very specific template of an academic CV for accounting. The companies have also established a specific selection process for student interns, which takes into account group dynamics, personal interviews, tests, and English assessments. In addition, some companies include an accounting exam. Other companies only receive the CV of those students whose internships have not yet been assigned.

Level and Target Groups

Advance training for young people with previous training in accounting and finance and with a high level of English (at least B2).

Type of Business Cooperation

The collaboration is based on the agreement between the Complutense University of Madrid (UCM) and the companies. Besides, this includes an annex signed by the student, the company and the academic coordinator for the internship program.

Strengths:

- ▲ The master's degree has been approved by the ICAC (Institute of Accounting and Audit of Accounts, responsible for creating the account regulations). Passing the master's degree is equivalent to the first examination of the ROAC (Official Register of Auditors), that is, students are exempted from having to complete the first exam. For this reason, this master's degree has to and does incorporate external quality practices.
- ▲ Employability: students usually find work before finishing the exam. The job placement rate is very high, due to the high rotation rate of the sector.
- ▲ Companies provide students with an aid for their internships (remuneration). This has been a commitment of this master since its inception, something that is uncommon for other master's degree. In large part, it was achieved thanks to the prominent role in accounting studies of some of the professors that launched the master, who ensured the contacts with important professionals in this business sector.

Weaknesses:

- ▲ The program is only suitable for small groups of students.
- ▲ Auditors carry out a qualified, tailored selection of students. This is one of the reasons for the limited number of students selected. It is also the reason why students are exclusively young. It is not possible to choose students with a lot of experience, since it is only possible to give 12 credits for the internship. Therefore, last year, only 22 have entered the master's degree and 19 have remained, in the face of a 308% demand, according to the coordinator. The requirements are very specific and dependent on the needs of the companies.
- ▲ For the coordinator of the internship programme, the more difficult task is to look for companies offering opportunities to all of the Master's students.
- ▲ The stipend or financial aid that companies ensure to the students varies according to the company (from € 300 to € 800); this clearly influences the student's satisfaction.
- ▲ Students join in the peak period of the audits and work on very specific aspects of that period, thus not having the chance to experience other periods that may be also interesting for their overall training (e.g. tax months)

- ▲ Despite its added value, the Master provides training for a very specific sector: students do audits and many remain in consultancy.
- ▲ It is difficult to establish cooperation and ensure the participation of some companies. Primarily, they want to present themselves to the students; however, some are willing to take part in the teaching aspect of the collaboration.

Feedback from users:

The Master enriches the more generic's theories and specific knowledge obtained during the bachelor's degree. Students are very satisfied with the Master's job placement rate.

The interns' work can be very intense, there are many demands, and sometimes tutoring time is not enough: "from tutoring to tutoring, it is as if one year passes", says a student. Sometimes, students are assigned job roles and tasks inappropriate for an internship.

Some students complain about not covering some important working aspects, such as tax procedures. According to the coordinator this is due to the client-company relationship based on confidentiality and decision-making.

Throughout the auditing processes carried out for the client company, student interns relate to the clients as auditors, thus improving their know-how, their relationship skills, etc.)

Relevance and Transferability:

Although this case study refers to an HE experience, it is necessary to take into account that it is a very specific sector and profession, which require a particular profile. Despite its short history, the Master's evolution has been very satisfactory. For the people interviewed, the master has a perfect combination of theory and practice. However, thanks to the modifications suggested by the Quality Commission, it will gain in quality.

In the next academic year, a change will be made in the placement of the internships, because they will move from the second semester to the third one (the master's degree is one and a half years). The renewal of the accreditation has paralyzed the change requested by the companies in the Evaluation Commission. The internships in the second semester were good because after the internships in the companies, they improved their theoretical knowledge. However, students were more burdened because for their third semester they had extended the period of curricular internships by signing an extracurricular internship agreement with the University Office in charge. The fact that they continue their internships while having to attend face-to-face classes in some cases even led them to fail a subject.

The change will help the students to be more theoretically prepared and to feel a sense of belonging towards the University, especially before their incorporation to the company.

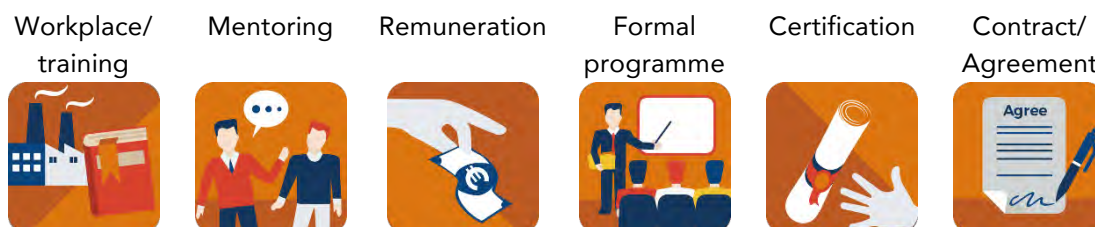
All the interviewees believe that the master's degree is transferable to other sectors whenever professionals and companies are available and a selection of students is made, where the student's profile is the one he or she wants from the company. Within professional sector presenting fewer opportunities, it may be unfeasible. In this regard, it is evident how the Master's degree impacts its students' job placement rate and their overall employability by companies.

The sector to which it is addressed is important for the employability of the student and the success of the Master's. The university-company relationship is important, and for the university is crucial to be considered the first option for companies when it comes to hiring students.

CASE STUDY P01.4 | Universidad de Deusto (ES)

Authors: Janire GORDON-ISASI, Isabel FERNANDEZ RODRIGUEZ, Irene CUESTA GOROSTIDI

Suitability of this case to the ApprEnt definition of HEA: 100%



Description of the model:

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.

Good Practice:

Strengths and areas of improvement of the system:

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 do these essential functions in dual programs.

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 program 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 and

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

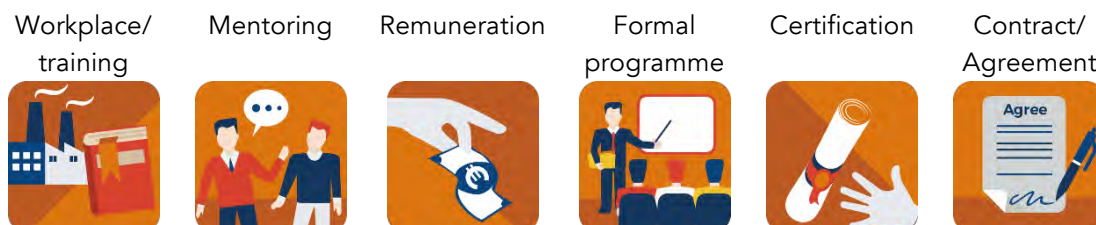
The continuous and personalised feedback is a key point as well as the leadership, the communications and the team work.

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>

CASE STUDY P06.2 | Turun Yliopisto (FI)

Authors: Miia TAMMISTO-LEHTINEN

Suitability of this case to the ApprEnt definition of HEA: 100%



Good practice:

The Business Talent Academy (BTA) is a development programme for **potential future key personnel**, focusing on improving and strengthening their business competence.

- The programme is executed in cooperation between 5-7 organizations, e.g. 1-3 persons from each company (selected by companies' management/HR), max. 22 participants.
- The organisations involved form a steering group which sets, assures and follows the given objectives of the programme.
- The programme starts with preliminary interviews and group discussions per organisation

The programme aims **to increase capabilities to strategic thinking, future thinking and innovativeness and to further develop managerial skills** – all these according to each participant company's own goals.

Thus, the programme **supports the overall business development and renewal capabilities** in each participant company.

One of the key methods used in the BTA programme is the **peer mentoring** process:

- Participant pairs act as **sparring partners for each other** during the BTA-programme;
- **Peer mentoring** is a method in which the aim is to share knowledge, skills, information and perspective to foster the personal and professional growth of another, equal partner;
- Using your pair as a **mirror** when reflecting on your own development.

The programme includes both a development project which is conducted in the course of the participant's work and a personal development plan to secure continuous personal growth possibilities.

The programme gives ECTS credits. The credits can partly be utilized while taking part in TSE exe's EMBA and JOKO programmes (planning and pricing are done separately and on an annual basis).

The programme includes e.g. 11 classroom days, peer mentoring, individual development reports, networking and learning from each other, both within each company and among all group participants. Detailed contents will be planned together with participant companies.

Challenges:

Gathering the companies to participate.

Strengths:

The multidisciplinary network (=participants), good practice sharing, personal growth path, as there are few participants per company → buy-in for new ideas and implementation is smoother, wide University network of professionals, experts and external trainers.

Weaknesses:

Continuous development to further deepen the content and thus to make sure the accurate phenomena and current business topics are addressed.

Feedback given by BTA2017 participants

Comments on the overall evaluation:

- ▲ “Varying methods supported the learning. Company visits provided a view on how other organizations work and ideas for development [...]
- ▲ “Discussion with other participants and their insights were as important as much as the instructors' contents. Diverse groups of professionals made the discussions lively and beneficial for personal development. The programme was good and it helped think maybe from a bit different angle [...] I'm glad that I had a chance to participate in this training. A good and compact training package overall. [...]”
- ▲ “I think that I learned multiple things and the structure was good. [...]”
- ▲ “The training was brilliant and there are no words that can praise it enough.”

Comments on the peer mentoring process:

- ▲ “Interesting and useful concept. It would have required more effort to work properly. The discussions improved towards the end of the program and the last was perhaps the most mentoring one. [...]”
- ▲ “A new, but interesting mentoring method. Similar reflections are too seldom done within one's own organization while the value of them is obvious. [...]”
- ▲ “The peer mentoring process was an efficient tool to reflect your ideas and thoughts with someone who is coming from the outside of your own organization. I'm convinced that we try to continue this process in the future too.”

Comments on the highlights and the most useful learnings of the programme

- ▲ “Leadership: Great leaders are authentic and trustworthy. Their words and actions are not conflicting. It's important to find an existential purpose (everyone should figure it out individually). [...]”
- ▲ “I think that each module included useful learnings and I wouldn't highlight any in particular, since all of them are applicable in different situations. [...]”
- ▲ “Getting to know people from other companies and sharing thoughts and ideas with them. Ideas on how to measure things, balance scorecard; ideas for managing work (leading people) etc. [...]”

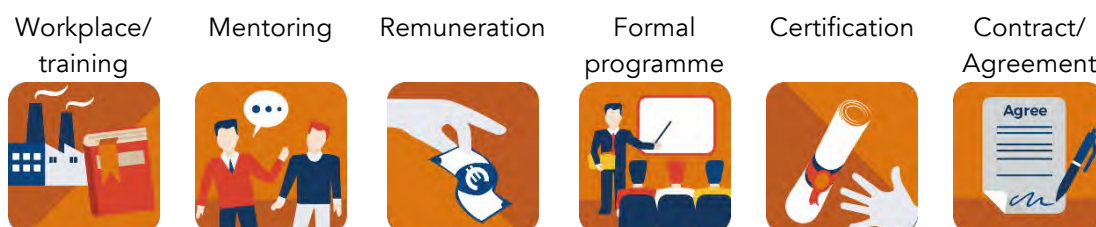
- ▲ “Difficult to point out the most useful learnings because there were so many good topics. [...] It was plenty of useful learnings in the programme. In my opinion, the highlights were Strategy Discussions and Balanced Score Card. [...]”
- ▲ “‘Leading high performance’ was a very inspiring and good session. But ‘Creating value through solutions’ was probably the most useful one to me as it gave me a new perspective on our own business and actually influenced the setup and conclusions of my development report significantly. [...]”
- ▲ “Business visits and all the learning I got along the way.”

Further details can be found from www.utu.fi/exe

CASE STUDY P07.1 | Università di Catania (IT)

Authors: Roberta PIAZZA

Suitability of this case to the ApprEnt definition of HEA: 100%



Description of the model:

Type 1 apprenticeship: 'Apprenticeship for vocational qualifications and diplomas, upper secondary education diplomas and high technical specialisation certificates'.

This is for those aged 15 to 25 and may be applied to vocational education and training (VET) programmes at upper- and post-secondary levels.

The minimum duration of a Type 1 contract is six months, while the maximum duration is three to four years (depending on the maximum duration of the VET programme leading to the desired diploma, qualification, or certificate). It may be activated at any moment during the VET programme (which is otherwise delivered entirely as school-based) and its duration may be different from that of the VET programme.

During Type 1, learners receive formal training in an education and training institution (external formal training) as well as in the company (internal formal training) while working. The external formal training cannot exceed the hourly limits defined in accordance to different certificates, qualification or diplomas. Besides undertaking the full amount of training hours in a study year (about 1 000 to 1 050 hours), the apprentice has to work a number of hours that are much less than those foreseen by the employment contract for a full-time worker. Up to 50-70% of the total number of training hours of a study year can be delivered in education and training institutions ('external training'). The remaining number of hours (the difference between the total number of training hours of a study year and the number of external training hours) should be spent in the company receiving 'internal training'. Apprentices also carry out ordinary work activities: the hours of this component are equal to the difference between the annual working hours (as they would be for a full-time job and are specified in the individual Type 1 contract) and the total training hours of a study year.

Like the other two types of apprenticeship, Type 1 is defined by law as an open-ended standard employment contract, targeting learners aged between 15 and 25. It is linked to the achievement of a formal VET diploma, qualification or certificate. Those who sign a Type 1 contract are considered as employees and receive a salary for the time spent in the company. The company also signs a protocol and the individual training plan with the education and training institution.

References: CEDEFOP (2017), Apprenticeship review Italy. Building education and training opportunities through apprenticeships. THEMATIC COUNTRY REVIEWS, Luxembourg: Publications Office of the European Union.

Good practice:

In 2014–2015 ENEL was the first company in Italy to stipulate around 150 contracts for high-level training apprenticeships with students in their second last year, with the aim of ensuring training periods in companies recognised in the school curriculum. After the Jobs Act was approved by the Government, senior secondary education was open exclusively to first-level apprenticeships.

In September 2014, 145 apprentices were recruited from all over Italy. This followed an agreement signed with trade unions on 13 February that year. The working hours, tasks, and remuneration were clearly set out in line with the national contract for the electricity industry. The curricula were shared with authorities and technical institutes. This enabled the young people involved to obtain a double result: a technical diploma and their first real working experience.

The process of corporate professionalization thus becomes faster by optimising the turnover of skills. Youngsters, school teachers and company tutors are all involved in co-planning activities. This encourages everyone to think about managing the experience and evaluating the results. At the same time, it allows for a comparison of the methods of observation and an evaluation of skills and soft skills (teamwork, problem solving, proactive behaviour and responsibility).

The 2016/2018 programme lasts 36 months. In addition to the Senior Secondary School Galilei-Sani students of Latina, it also involves 140 apprentices from seven technical institutes of seven regions, while for the two-year period 2017–2019, 30 additional apprentices from two technical institutes in Abruzzo have been included. Over the course of these two years, students will participate in a paid apprenticeship in the company lasting 1,400 hours (including 280 hours of lessons with exercises in the laboratory). The project was divided into two phases:

- a. During the first 24 months, fourth and fifth-year students from technical and industrial vocational schools took part in a school-work alternation programme. This consisted of 800 school hours and the same number (280 of which were in workshops) at Enel's facilities. Students spent one day a week during the school year at the company, with a full-time commitment during the summer.
- b. The second phase, over the following 12 months, involved recent school leavers with a level of qualification considered appropriate by Enel in a technical and practical vocational apprenticeship. In 2016 they were joined by another 140 young people who would take the State exam in June 2018. A further 30 youngsters joined them in September 2017.

This new relationship between education and practical work experience has already become something of a model. The OECD involved Enel in a workshop aimed at charting out strategies for improving skills. It recognises this experience as one of the most effective ways to bridge the gap between the skills provided by schools and those required by employers.

Most companies tend to consider Type 1 primarily as a standard open-ended employment contract and so as a contractual option for recruitment, rather than a training investment. As a contractual option, it may be less attractive compared to others. The lack of knowledge about

Type 1 may also lead to compare Type 1 with Type 2 as alternative instruments if hiring a person from the same target group (age 18 to 25), and find Type 1 less attractive than Type 2, which requires – on the employer’s side – less engagement, a lower degree of responsibility and less bureaucracy.

Although Type 1 clearly distinguishes itself from the other dual system instruments and school-to-work transition schemes (such as extracurricular traineeships), some interviewees claimed that the fact that more than one instrument covers the same target population (under 25 years old) might orient companies towards training or employment instruments other than Type 1. Companies used the other instruments (for example traineeships) as a way to test young people before offering them a Type 1 contract.

The allocation of hours between external and internal training and work may not be straightforward. The presence of apprentices at the workplace should be combined with the firm’s work organisation and production processes. In this respect, the minimum share of about 50% of ‘formal training’ outside the company can be challenging for the company organisation, especially SMEs (58). As a result, employers’ representatives highlighted the problem for companies in striking a balance between the number of external training hours and the number of hours spent in the company for internal training and work, and how to organise and combine them.

There are no guidelines to manage – in practice – the double status of Type 1 apprentices, of students and employees: to distinguish the internal training from the work component, and human resource management aspects linked to the absence of the apprentice-worker from the workplace (to attend external training). Consistent with its nature of being a dual system instrument that may be applied to virtually all VET programmes and learners and for different purposes, there are no specific coherent and consistent strategies or guidelines on access, class organisation, guidance and counselling. It is extremely challenging and burdensome for education and training institutions to organise and manage the external training of apprentices when each institution has a limited number of apprentices, divided among several classes and at work in different places, with different lengths of contracts and starting dates.

The partial offer of counselling guidance services in Italian education and training reflects on the lack of guidance and counselling for apprentices, not only before becoming an apprentice but also during the contract. In the past, the combination of poor individual motivation and of weak accompanying services caused the interruption of many contracts before final qualification was achieved.

Social partner regional involvement needs to be strengthened, with a view to engaging and supporting companies but also to selecting the VET qualifications that may be more relevant for Type 1 based on local labour market characteristics.

Feedback from users:

The results of Enel’s first experience in 2014 show the students’ complete satisfaction with the organisational aspects of the programme, the tools and equipment with which they are provided, as well as the quality of the relationship formed with the company tutors. This satisfaction is also evident in the 263 research questionnaires promoted by the Sodalitas Foundation in collaboration with the JPMorgan Foundation.

More than anything else, the questionnaires revealed the work environments' effectiveness in conveying respect for the organisation's rules, as well as the consolidation of relationships with colleagues and managers, in addition to developing a sense of responsibility and a willingness to work as a team.

Amongst the most relevant outcomes of the experimentation we can point out not only the high number of students-apprentices who have passed the first year of apprenticeship with better average results than national ones in the same type of schools, but also the positive influence that experimentation has had on participants. The experience of apprenticeship in alternation has, in fact, increased the students' awareness of the importance of a sound basic and technical-professional preparation for entering the labour world, and it has also influenced positively on their motivation, reinforcing the sense of responsibility and seriousness, especially in taking on the academic path.

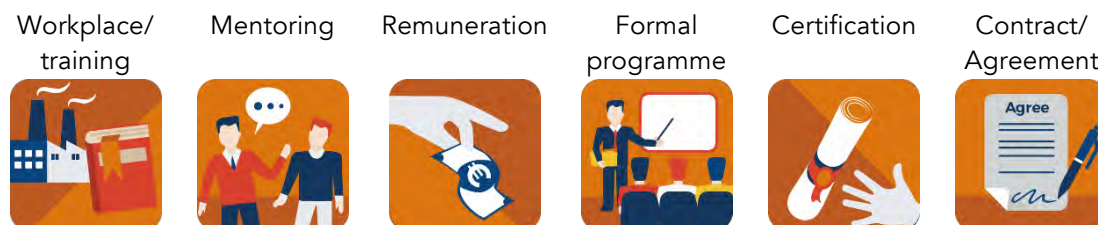
Relevance and Transferability:

It could be useful for HE apprenticeship to have a cooperation model between students, school teachers and company tutors, who are all involved in co-planning activities. This would encourage everyone to think about managing the experience and evaluating the results.

CASE STUDY P01.1 | University of Chester (UK)

Authors: Jon TALBOT

Suitability of this case to the ApprEnt definition of HEA: 100%



Description of the model:

In the UK the apprenticeship programmes are funded by an Apprenticeship levy, payable by all companies with a turnover of over £3m. They pay 0.5% of their annual salary bill. The system began in 2017. The University of Chester was one of the earliest institutions to implement these programmes. Companies are entitled to draw down funds to pay for apprenticeship training and education. If they do not do so, they still pay the levy. SMEs who do not pay the levy can still draw down funds from it although they have to make a contribution (10%).

The strength of the system is that it is compulsory and universal. For many years there has been chronic under-investment in vocational education and training. The other strength is that there are no restrictions on sector, occupation or level of learning.

The weakness is that it is very bureaucratic from the point of view of companies and providers. There are still too few providers, many institutions preferring to wait to see how early adaptors progress. In its first years of operation the number of people entering apprenticeships has actually fallen. There seems to be consensus that the system must be simplified. There is still snobbery in relation to the word 'Apprentice', which is not seen as having the same status as an academic qualification. However, the announcement by the University of Cambridge that they plan to introduce apprenticeships in February 2018 gave hope that attitudes was changing. There is also a question about the ability of some educational institutions to facilitate apprenticeships, especially in higher education where established delivery practices are ill-suited to the requirements of experiential learning.

This refers not just to pedagogic practices but also to the difficulties of dealing with employers as clients. Most universities are used to regular large intakes in predictable numbers. Working with employers who send students is altogether less predictable and riskier, requiring cultural adjustment on the part of educational institutions. There is also emerging evidence that 'closed' programmes (for a single employer), a model thought to be easier to deliver, often fail to generate sufficient numbers to make delivery cost effective.

The levy has been introduced because the UK has a major productivity problem - output per worker is on average about two thirds of that in France, for example. No one is quite sure why this is so. Some of it might reflect the different structure of the economy (more service based and therefore difficult to measure output) but there is a consensus that at least part of the problem reflects historic under-investment in vocational education and training. This includes a range of technical skills but also management. Traditional approaches to management

education, conducted in classrooms using didactic instruction do not appear to produce managers with the ability to manage effectively. The *University of Chester Chartered Manager Degree Apprenticeship* programme uses the apprenticeship model of learning so that formal and informal learning occur simultaneously, the one informing the other. Practice based learning is further enhanced by mentors within participating companies and peer learning from students in other organisations. Initial feedback from students and employers is very favourable.

Good practice:

The Degree Apprenticeship offers students the opportunity to complete a Bachelor degree in Management which is accredited by the Institute of Leadership and Management. Students spend most of their time in the workplace and attend formal workshop sessions in the university 12 times a year (twice a month) to prepare them for the completion of modules. The programme is open to employers in all sectors. It is unusual in that it is not validated as a freestanding programme but is part of a pre-validated work-based learning framework (the Work Based and Integrative Studies -WBIS- programme) which is designed to enable flexible delivery and learning directly relevant to the workplace. There is also facility to incorporate past learning (Recognition of Past Learning) as part of the curriculum. WBIS has been in existence for twenty years and provides a reservoir of pedagogic experience in the field of work-based learning which underpins programme delivery. WBIS offers a combination of experiential and subject discipline-based learning so that each informs the other. Students completing subject discipline based modules, for example on Finance, are encouraged to learn reflectively either from direct experience or from workplace mentors. They can also complete modules based around trans-disciplinary workplace projects, integrating formal knowledge to interrogate experience and create practical solutions to workplace problems. All students have a Personal Academic Tutor to guide them throughout the programme, subject discipline specialists and workplace mentors. Students complete formal assignments whilst in the workplace using e- learning tools and materials to supplement more traditional resources.

Those qualifying for the programme are admitted following nomination by an employer. Where students do not meet normal, formal entry requirements there is flexibility to assess suitability on the basis of merit. The programme fulfils the requirements for a Bachelor degree in terms of credits and levels of learning. There is also a Master's programme available at Level 7. Students who do not wish to undertake a full award can undertake interim awards such as a Certificate Higher Education (Level 4 only).

The strengths of the programme are numerous. It is well resourced and companies have a strong incentive to participate since they are already paying a national levy for apprenticeships which is payable whether they nominate apprentices or not. Unlike a traditional degree, the Apprenticeship degree does not require the student to pay tuition fees, which the employer pays for from the levy. Students are also salaried whilst completing their studies so from a financial perspective alone, there is a considerable incentive for students to undertake the programme. This combined with professional recognition upon completion and work experience makes the programme very attractive indeed and this is reflected in the ability of students undertaking the programme. The integration of theory and practice in a situated context created a powerful learning experience. In contrast to traditional management degrees where didactic instruction in a context-free environment is held to somehow prepare students for real world learning after the fact, learning on the programme is real and applicable at the point of delivery. Employers have been involved in the design of the programme, as well as the

professional body and the fact that students are mostly in the workplace ensures the relevance of learning from their perspective. Employers and students have been surveyed and their responses are very positive indeed.

There are two types of drawbacks to the programme:

- Those that have to do with the programme itself. Its first two years of operation employers often choose to put existing employees on the programme rather than new employees so that some students are considerably older than might be expected on an Apprenticeship. It is also difficult to enforce the rule regarding time spent in the workplace learning (20%). Dealing with employers is always complex from the university's point of view and there have been serious delays accessing funds from the levy. Demand from employers can vary significantly from year so that the university tries to avoid committing resources until it is reasonably confident the expenditure can be justified. So in the short term there is pressure on academic staff.
- Those that are in relation to transferability.

Despite these difficulties the programme works well, mainly because there is an established culture and practice for dealing with flexible vocational learning and dealing with employers. This expertise has been developed over many years and is not easily replicated in the short term in institutions where there is no history of flexible, work-based learning. Other than placements, few academic institutions have experience of integrating experiential learning into formal academic credit. Many institutions lack experience in dealing with employer-driven programmes and lack policies, processes and procedures for doing so.

Feedback from users:

There are formal processes for recording the student experience as with all programmes at the University. These include mandatory end-of-module evaluation (via questionnaires), regular staff- student meetings (three a year) and participation in the annual National Student Survey (results are disaggregated to programme level). Student issues are also discussed at regular (monthly) tutor team meetings. There is also an annual formal review, peer assessed.

The University has a procedure for student complaints which in the final instance are decided by the highest decision making body, the Senate. External to the university the national Office for Students provides the regulatory framework for higher education. A separate Office of the Independent Adjudicator deals with complaints.

Academic standards are maintained via an internal system of second marking with oversight provided by an independent External Examiner. The External Examiners report covers all aspects of the programme including the student experience. It is reported to the tutor team (who formally responds) and ultimately Senate. The Quality Assurance Agency is the national body with responsibility for overall standards conducted via institutional audit.

Separate from these formal processes a member of academic staff has conducted independent research on the student (and employer) experience during the first two years of the programme. **The results are overwhelmingly positive: students appreciate the opportunity to integrate work and study and apply learning into practice.**

Annex 3: Useful tools for dual mentoring

Mentoring is all about supporting the apprentices' learning and development process during the HEA experience. The apprentice's performance at the HEI and at the working place will determine the successful or unsuccessful achievement of the competences and skills marked in the HEA programme.

Both mentors need to have access to the development of the learning process of the apprentice and focus on how to help him/her to achieve his/her objectives from a theoretical/academic point of view (at the HEI) and from a more practical/hands on perspective (at the enterprise or industry).

Sharing information about how the student is performing at one end would help you to adapt the original setting of learning at the other end. Communication between mentors, thus, would be of great help for everyone involved.

USEFUL TOOLS

- ▲ Google drive for sharing notes, reports, assignment scores or tables
- ▲ Virtual meetings platform such as Skype, GoToMeeting or Adobe Connect, to communicate between mentors but maybe also to include discussions with both mentors and the student
- ▲ Shared Moodle platform to upload materials
- ▲ Emails for general communication
- ▲ Shared templates for marking or reporting

Annex 4: Debriefing methods

NOTES FROM THE WORKSHOP BY THE BREST CHAMBER OF COMMERCE (FR)

Presenter: Philippe Le Coz.

For each skill the learner needs to acquire, the mentor needs to identify a set of corresponding abilities. The challenge for the mentor will be to obtain information from the learner on his/her skills that allows the mentor to pinpoint the gaps and plan the learning objectives to be achieved in the work place. This process is done in “debriefing” sessions and mentors need training to learn this technique. But debriefing is not the only competence that is needed - a number of key competences are mandatory for mentors to:

- ▲ The first competence the mentor needs is to be able to **recognise the learning process and identify the skills required at every stage**. It is necessary to allow for time of assimilation of learning and time of adaptation of learning. Metacognition is important for the learner: awareness of what is learning and why is learning it for.
- ▲ The second competence mentors need to learn is **how to do debriefings** and obtain information from a student. The initial interview(s) when the student tells the mentor what he/she has done and how he/she does it are crucial. The debriefings at intermediate phases are even more important if the learner started very well and gets worse. Mentors need to do these face-to-face debriefings, demystify and de-dramatize them.

The mentor should establish a framework of references that helps the learner to see how he/she can target the abilities to acquire the skills. A number of abilities become a skill. If we have a scale of skills in a framework, it is easy to identify the competences that are not being achieved and train that particular part. Mentors should focus on what the learner learns, rather than what the mentor teaches. Therefore, the pedagogical skills needed by mentors is to focus on how the learner learns.

- ▲ The third important competence mentors need to acquire is to **know how to remedy** situations when the learner has failed to acquire the targeted learning.
- ▲ The fourth important competence that mentors need to have is awareness raising.

Training mentors - key points:

- ▲ The typical training for mentors takes normally two full days. Later on there is one more full day of training to consolidate the knowledge and to answer questions.
- ▲ The basic and more important points are to consolidate what is “skill”, how to identify skills and how to debrief students.

Apprenticeship scheme - key points:

- ▲ There might be two visits between mentors: one at the beginning of the HEA programme (obligatory) and maybe another later on
- ▲ The benefit of having apprenticeships is that you “build” the skills of someone to the specific needs
- ▲ Treating apprenticeships as staff give them a sense of belonging and strengthens their loyalty and interest
- ▲ The contract includes a confidentiality clause

Notes taken during the ApprEnt workshop in Brest, May 2018

Annex 5: Learning portfolio

WHAT IS A LEARNING PORTFOLIO?

A **learning portfolio** is a purposeful collection of student work that exhibits a student's effort, progress, achievements and competencies gained during a course or time in university.

Student should use it every day to record, store and structure a collection of evidence to demonstrate their learning achievements and abilities as well as their questions and thinking processes. This may include a reflective account of a practice placement, presentation, learning experience or group experience. The student will be able to:

- ▲ Accumulate and store evidence of the many transferable skills students develop while studying
- ▲ Self-assess and monitor their own learning development.
- ▲ Develop and present a portfolio of work or reflective account on an aspect of students' learning as part of course assessment.
- ▲ Build a resume for employment applications and as evidence of learning achievements for a professional body.
- ▲ Apply for jobs by showing evidence of relevant work experience and suitable 21st century skills.

KEYS TO CREATING A SUCCESSFUL LEARNING PORTFOLIO

1. Familiarity with the portfolio approach, the process and product of creating a learning portfolio
2. Understanding the value of reflection
3. Having clear framework and guidelines
4. Having a balance of structure with freedom for creativity
5. Opportunity for feedback during the evidence collection process
6. Understanding the value of the portfolio for future use, such as employment
7. Motivation to learn and achieve good marks
8. Student ownership of the learning portfolio
9. Making connections between the portfolio content and the student's extra-curricular and personal life
10. Consideration of the target audience (instructor, peers, employers).

Annex created from an adaptation of the text from McMaster University (Canada)
<https://mi.mcmaster.ca/learning-portfolio/>

Annex 6: Mentors' key skills and competences

MAIN KEY SKILLS AND COMPETENCES NEEDED FOR SUPERVISORS/MENTORS

- ▲ Coaching
- ▲ Advocate/Ambassador/multiplier
- ▲ Communication skills
- ▲ Education background of some sort is needed
- ▲ Experienced in what is mentoring
- ▲ Good interpersonal skills – able to talk constructively about mistakes
- ▲ Ability to provide feedback and to receive feedback in turn
- ▲ Supportive attitude
- ▲ Ability to find lacks/mistakes and to find also solutions or remedies
- ▲ Basic digital skills
- ▲ Able to understand that both HEI assignments and results at work are important
- ▲ Able to follow what is expected in the curriculum and monitor its achievement
- ▲ Understanding of the process of learning
- ▲ Able to define clear objectives and learning outcomes
- ▲ Familiarity with fundamentals of adult learning
- ▲ Able to plan ahead
- ▲ Flexible to adapt to the company environment and other situations
- ▲ Empathy and capacity to encourage and motivate
- ▲ Self-motivated
- ▲ Self-reflection ability
- ▲ Able to do both summative and formative assessment
- ▲ Able to accompany the learner in his/her learning process
- ▲ Social skills
- ▲ Being aware and respect diversity of learnings
- ▲ Being aware of different cognitive models

List identified by the ApprEnt consortium during the meeting in Castelldefels, 20-21 September 2018.

Annex 7: Mentors needs and credit

HOW TO HELP MENTORS?

- ▲ To define their role clearly
- ▲ To explain/define the profile of the target groups (learners)
- ▲ Time to learn and adapt to mentoring – initial and continuous training
- ▲ Formative assessment (debriefing)
- ▲ Self-reflective sessions
- ▲ Access to tools and resources such as templates and guides
- ▲ Access to informative portal easy to access (e.g. info on strategy, LOs, arrangements...)
- ▲ Exchange with expert mentors internally and externally – creation of a network
- ▲ Changing mentality to find the task important and attractive
- ▲ Quality control tools
- ▲ Incentives to companies to facilitate and select mentors
- ▲ Ensure a system for monitoring the apprentices

HOW TO GIVE MENTORS CREDIT FOR THEIR WORK?

- ▲ Economic reward
- ▲ Recognition
- ▲ Visibility of their work
- ▲ Time reduction of other duties
- ▲ Time to prepare for their mentoring tasks
- ▲ Time for training
- ▲ Access to exchange views and resources with other mentors/supervisors (from enterprises and academia)
- ▲ Formal contract
- ▲ Information
- ▲ Clear set of regulations that specifies benefits and encourages the task
- ▲ Clear internal policy
- ▲ Flexibility
- ▲ Accreditation or badge

List identified by the ApprEnt consortium during the meeting in Castelldefels, 20-21 September 2018.

Annex 8: Austrian prototype course model *MentorMOOC*

ABRIDGED VERSION OF THE MentorMOOC MODEL. FOR FULL ACCESS, CONTACT THE AUTHORS

Overview

The “MentorMOOC” is a recommendation serving as a framework for HEIs and enterprises for a successful implementation of continuous training for mentors.

The teaching and learning concept for mentors in higher education apprenticeships is designed in modules, which permits an individual adaptation to previous learning experiences. The learners themselves select the modules, which they want to complete. A Self-Assessment Tool will help the learners to make their selection.

The training has the following basic characteristics:

Title	Mentoring in Higher Education Apprenticeship
Type of learning/ teaching	eLearning/ Massive Open Online Course (MOOC)
Nº of Modules	7
Infrastructure	LMS (e.g. Moodle), Internet access, computer, microphone, speakers
Average of Workload by Module	10h

For the preparation of the teaching and learning design, were taken in consideration the results of the ApprEnt workshop held in December 2018 at the Donau-University Krems. Participants coming from economy and higher education attended the workshop and discussed which characteristics should have a successful mentor training.

Structure and learning outcomes

The revision of literature (Ghoneim et al., 2017, Grundschober, Ghoneim, Baumgartner, & Gruber-Mücke, 2018 and Level up! Projekt, 2018), the results of the international ApprEnt meeting held 20-21 September 2018 in Castelldefells and the ApprEnt workshop held in December 2018 in Krems, prompted seven Modules with 4 or 5 respective expected learning outcomes each.

The learning outcomes refers to knowledge, skills and competences, which the learner should be able to demonstrate at the end of the learning process (European Commission, Cedefop, & ICF International, 2014). The learning outcomes should be announced to the learners at the beginning of the training, so that the aims of the training are clearly communicated.

MentorMOOC proposes the following modular structure and learning outcomes:

MODUL 1: INTRODUCTION TO MENTORSHIP IN DUAL STUDIES

The introductory modules explain the basic terms and concepts, which has its reflection also in the learning outcomes. They are linked to the cognitive processes of “memory” and “comprehension”. The following learning outcomes are proposed:

1. The mentors are able to name the general characteristics of higher education apprenticeship.
2. The mentors are able to explain, why mentoring is relevant to link theory and practice.
3. The mentors are able to distinguish between mentoring higher education students and other learners (e.g. Trainees or apprentices).
4. The mentors are able to explain the relevance of the cooperation between mentors in the enterprise and academic tutors.
5. The mentors are able to name the methods of the interchange of information about their students

MODULE 2: UNDERSTANDING THE LEARNING PROCESS OF THE (DUAL) STUDENTS

Mentors should be able to support the learn processes of their mentees (higher education apprentices). For this reason, it is necessary that the mentors understand the conditions and the context of the competence oriented and learner-centred learn processes of the higher education apprenticeship. The learning outcomes of the Module 2 reflect overall the cognitive process “comprehension”. The following learning outcomes are proposed:

1. Mentors are able to describe the learning and teaching.
2. Mentors are able to explain the relevance of ECTS and learning outcomes for the higher education apprenticeship.
3. Mentors are able to describe the portfolio-based and competence oriented learning process of the students.
4. Mentors are able to discuss the advantages and disadvantages of the use of ePortfolio for the higher education apprenticeship.

MODULE 3: PLANNING A LEARNING STRATEGIE IN THE ENTERPRISE

The mayor part of learning at work is informal by nature and depends on the concrete environment of the enterprise. In the frame of higher education apprenticeship, the learning results are explicitly specified creating the set for the learning at work place. Within this setting, secondary, but individually relevant learning outcomes can be defined for each learning stage. Mentor know the enterprise and should learn in this module, to create learning situations so that their mentees could achieve the learning outcomes as prescribed in the curriculum and in additional defined by themselves. The cognitive processes “analysis” and “application” are prioritised in the module. The following learning outcomes are proposed:

1. The mentors are able to identify the learning outcomes for the work environment and define them transparently.

2. The mentors are able to identify the relevance of learning outcomes for the planning of the learning strategy.
3. The mentors are able to help the learners to identify their prior learning experiences.
4. The mentors are able to help the learners to identify learning outcomes for certain learning stages
5. The mentors are able to help the learners to develop a learning strategies in relation to the work environment and the expected learning outcomes.

MODULE 4: SUPPORT THE LEARNING PROCESS

The Module 4 is focused on the application of evaluation technics and the formative and summative feedback. “Application” and “Evaluation” are the priorities of the cognitive process. The following learning outcomes are proposed:

1. The mentors are able to describe methods to observe the labour and social behaviour of the learners.
2. The mentors are able to advise the learners during the learning process.
3. The mentors are able to describe methods to document competences.
4. The mentors are able to make a formative and summative evaluation of students’ documentation.

MODULE 5: USING DIGITAL TOOLS FOR MENTORING

This module is focused on the knowledge how to apply the digital learning and teaching tools. These should facilitate the communication between mentors and mentees, but also between the mentors. It also facilitates to support the learning processes for instance through the ePortfolio-approach. This module prioritises the cognitive process “application”. The following learning outcomes are proposed:

1. The mentors are able to use digital tools for communication.
2. The mentors are able to use digital tools for formative Feedback.
3. The mentors are able to use digital evaluation grids.

MODULE 6: AWARENESS OF THE ADVANTAGES OF HIGHER EDUCATION APPRENTICESHIP

The sixth module is oriented to the awareness: the mentors are voices of higher education apprenticeship. They are in a strategic position to transmit the relevance and advantages of the higher education apprenticeship for enterprises and students. Often they have close contact to the higher education institution and participate in the (further) development of higher education apprenticeship. The cognitive processes of “application” and “evaluation” are the focus of the module. The following learning outcomes are proposed:

1. The mentors are able to name the advantages and challenges of the higher education apprenticeship for enterprises and higher education institutions.
2. The mentors are able to name the advantages and challenges of the higher education apprenticeship for students.

3. The mentors are able to develop a strategy to promote higher education apprenticeship actively in the enterprise. Mentors should be able to develop a strategy to promote higher education apprenticeship actively in the higher education institution.
4. The mentors are able to describe strategies for a closer cooperation between higher education institutions and enterprises.

MODUL 7: PROFESSIONAL DEVELOPMENT OF MENTORS

The personal development of the mentors is the focus of the seventh module. It prioritises the cognitive processes of “comprehension”, “application” and “evaluation”. The following learning outcomes are proposed:

1. The mentors are able to self-evaluate their own mentoring performance.
2. The mentors are able to describe the relevance of the Communities of Practice for their own personal development.
3. The mentors are able to identify the Communities of Practice, which are relevant for them.
4. The mentors are able to use “Working-out-Loud”-approach.

MOOC training for mentors

As mentors are living in different geographic places and must conciliate the training with their jobs, e-learning seems to be a practical solution that allows to carry out learning activities disconnected from concrete time schedule and places, and a better conciliation with work and private life. The MentorMOOC concept proposes to create an Open Online Course (MOOC) combining the two types of MOOCs: xMOOCs (focused on the content and lecturer-centred) and cMOOCs (with a learner-centred approach) - Margaryan, Bianco, & Littlejohn, 2015 and Yuan & Powell, 2013.

Evaluation and certification

The proposed evaluation methods are in accordance with the learning outcomes and the teaching and learning activities. Learning outcomes focusing on the cognitive processes of “memory” and “comprehension” will be evaluated through Multiple choice questions. Higher cognitive processes as “application”, “analysis” and “evaluation” will be checked by the creation of individual digital artefacts and peer-feedback exercises.

It is recommended to couple the MOOC with an option of certification. At the end of each module, the assessment envisaged in the course can be submitted for a summative evaluation. This might not be compulsory. Usually, the analysis of the Multiple-Choice-Tests could be automatized via learning management systems. Other learning assessment methods created during the MOOCs will be evaluated by the tutor.

The submission of the assessment or the completion of all modules is voluntary. For the successful completion of each module, a (digital) badge could be awarded.

For the recognition of a badge as an indicator of acquired knowledge, skills and competences it is necessary to design it transparently and linked to the learning artefacts.

Several artefacts could be integrated in one portfolio. Metadata as information about the issuer, the proved learning outcomes and the respective evaluation criteria, links to the Learning artefacts and their evaluation, should be included in the badge (Gibson et. al. 2015).

Advice for the supervision of MOOC learners

A principle of the MentorMOOCs is that the learner decides by their own, which module they want complete. There is no obligation to complete all modules. A Self-Assessment-Tool could help the learner to take a decision.

Formative, continuous und prompt Feedback could increase the learners' engagement and promote positive learning attitudes in the MentorMOOC. For this reason, it is recommended to use tools and activities which stimulate social interchange (Hew, 2016).

To show the interrelation of learning outcomes, learning & teaching activities with the resulting learning assessment and the evaluation, it is recommended to use the ePortfolio-approach for the MentorMOOCs.

For the promotion of a continuous training of the mentors in Higher education apprenticeship, the interchange of experience among mentors is highly relevant and treated especially in the Module 7. The interaction in a Communities of Practice can reinforce in mid and long terms its professionalization. For the successful set-up of a Community of Practice (Wenger, McDermott, & Snyder, 2002) several aspects must be considered.





Refining HE Apprenticeships with Enterprises in Europe

Töökohapõhine õpe kõrghariduses on leidlik süsteem, et võimaldada üliõpilastele nii kõrgetasemelist õpet kui ka praktilisi kogemusi. Selle muudab eriliseks see, et kõrgkoolid ja ettevõtted teevad koostööd, et õpetada välja tööturul vajaminevaid professionaale, hoolitsedes selle eest, et nende oskused oleks lisaks õpitule ka päriselt töökeskkonnas praktiseeritud.

Küll aga ei ole töökohapõhises õppes osalevate üliõpilaste mentorid ettevõtetes ja juhendajad kõrgkoolis alati oma tööks ette valmistatud. Laialdased ja põhjalikud teadmised oma tööst ei garanteeri siiski seda, et ollakse võimeline ka teisi selles juhendama.

Selle mentorkoolituse näidise eesmärk on anda ideid ja võimalus heita pilk töökohapõhise õppe mentorite ja juhendajate koolitusele. Näidisõppekava on üles ehitatud nii, et seda saab kohandada vastavaks eri institutsiooni, regiooni või riigi vajadustele.

