



Refining HE Apprenticeships
with Enterprises in Europe

Formación para mentores y supervisores de programas de formación dual en la Educación Superior

Estructura genérica de un curso de desarrollo profesional continuo

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Acrónimos

euцен – European university continuing education network

ES – Educación Superior

IES – Institución de Educación Superior

FP – Formación Profesional

FPC – Formación profesional continua

FDES – Formación dual en la Educación Superior

PYMEs – Pequeñas y Medianas Empresas

DPC - Desarrollo Profesional Continuo

MOOC – Curso abierto y masivo en línea

SWOT – DAFO (Debilidades, Amenazas, Fortalezas y Oportunidades)

CEDEFOP – European Centre for the Development of Vocational Training

UBO – Université de Bretagne Occidentale

A. Introducción

El creciente incremento de la productividad del trabajo industrial está dando como resultado un alto desempleo juvenil. Al mismo tiempo, los requisitos de habilidades están cambiando: se necesitan conocimientos de más alto nivel, así como competencias basadas en la experiencia. Existe una necesidad particular de promover y expandir la capacidad de los esquemas de formación dual (en inglés, *Apprenticeships*) o formación basada en el trabajo. El principal objetivo del proyecto ApprEnt es cerrar la brecha entre el mundo de la educación y el sector productivo, mejorando las asociaciones que involucran a empresas e industria, Instituciones de Educación Superior (IES), así como a los proveedores de Formación Profesional (FP) y otras partes interesadas relevantes como organismos públicos, representantes de estudiantes y de las instituciones relacionadas con la FP, con el objetivo final de promover el establecimiento un aprendizaje basado en el trabajo y especialmente en la formación dual. Por lo tanto, el núcleo del proyecto es desarrollar herramientas que faciliten la cooperación y mejoren los resultados de estas formas de asociación.

Un aspecto clave de los programas de formación basada en el trabajo y de formación dual es la orientación cercana que los estudiantes reciben tanto de su supervisor en la IES como del mentor en la empresa. Mientras que el primero es capaz de proporcionar experiencia en habilidades transversales, métodos académicos y más contenidos teóricos (supervisores), el segundo tiene mucha experiencia en los desafíos reales de la empresa y la implementación de soluciones prácticas (mentores). Dos enfoques diferentes que mutuamente se necesitan y que son fundamentales para el pleno desarrollo de los futuros profesionales. Sin embargo, la pregunta que queda en el aire es si estos dos perfiles diferentes pero complementarios están bien preparados para guiar a los estudiantes en los complejos programas de formación dual de las IES. ¿Son conscientes de la importancia de la colaboración y el intercambio? ¿Han adquirido las competencias necesarias para llevar a cabo la supervisión? ¿Entienden claramente la necesidad de desarrollar estas competencias?

ApprEnt ha contrastado opiniones sobre estos puntos con una amplia representación de las partes interesadas¹ y ha recopilado una serie de evidencias:

- ▲ Los mentores² normalmente son nombrados para su función de mentoría sin preparación introductoria a alguna a las tareas de apoyo que han de brindar a los estudiantes de los programas de las IES.
- ▲ Los mentores normalmente perciben la mentorización como una simple tutoría de los estudiantes, sin embargo, mentorizar es bastante más complejo.

¹ Se ha consultado a más de 200 personas de diferentes maneras durante el proyecto (incluyendo a los 103 participantes que asistieron a talleres y grupos de discusión en seis países diferentes de la UE, 37 autores de estudios de casos, 56 miembros del personal de organizaciones asociadas y participantes en diferentes eventos en línea y presenciales)

² Los mentores (de las PYME y la industria) y los supervisores (de las IES) se denominarán "mentores" en este documento, como un concepto global. Sin embargo, es importante que el lector entienda las diferencias entre los profesionales de las IES y las empresas, explicados brevemente arriba.

- ▲ No hay formación formal dirigida a mentores de estudiantes de IES en todos los países de la UE
- ▲ Los mentores en países que tienen algún tipo de formación disponible, tienden a evitar asistir al curso, ya que conlleva demasiado tiempo y no ven la necesidad de hacerlo.
- ▲ Las instituciones / organizaciones no prevén un período de tiempo específico para desarrollar las habilidades de los mentores o para adaptar sus habilidades existentes a las peculiaridades de este tipo de programas.
- ▲ Los mentores de las IES y las empresas no siempre trabajan juntos en un proceso integrado completo de aprendizaje del estudiante, creando así una brecha de comunicación que podría afectar a los resultados del mismo.
- ▲ Los países de la UE no tienen regulaciones sobre las labores de *mentorización* ni prevén su adecuada acreditación.

Teniendo en cuenta todos estos factores, [ApprEnt](#) ha desarrollado la estructura o prototipo genérico de un curso de Desarrollo Profesional Continuo (DPC), que tiene la intención de proporcionar a los usuarios potenciales la base para capacitar a los mentores en los programas de Formación Dual en la Educación Superior (FDES). Al ser un prototipo genérico, el curso brinda suficiente orientación y al mismo tiempo flexibilidad para que, cualquier institución u organización de cualquier país, pueda adaptar el modelo y sus contenidos a sus propias necesidades, teniendo en cuenta no solo las limitaciones legales nacionales sino también las institucionales y organizativas (especialmente aquellas relacionadas con el tiempo y los recursos)

Esta estructura genérica es una herramienta que los usuarios pueden definir de acuerdo con sus necesidades y contexto específicos. El contenido se divide en varias secciones: principios educativos, definición de los FDES, descripción de todas las herramientas de [ApprEnt](#), estructura genérica del curso y anexos. El [Anexo 8](#) incluye el modelo de curso adaptado al contexto local de Austria, que se basa en un enfoque MOOC (curso abierto y masivo en línea). El curso para Austria puede darle una idea de cómo el curso genérico se puede adaptar a un contexto específico.

B. La formación dual en la Educación Superior

Antes de comenzar a definir la estructura del curso de DPC genérico de ApprEnt, es importante comprender qué es el sistema de FDES y cuáles son sus características principales.

El consorcio ApprEnt debatió extensamente cómo los programas FDES podrían distinguirse de otros tipos de programas de aprendizaje. De estas conversaciones emergió un punto señalado como crucial: dado que los Estados europeos no han establecido un marco común para los programas de FDES, cada país lo entiende de una manera ligeramente diferente y, por lo tanto, se necesita cierta flexibilidad a la hora de debatir este tema de una manera global a nivel europeo. Lo que es común es el hecho de que, en un esquema FDES, una IES en colaboración con empresas o industrias diseña un programa para satisfacer las necesidades emergentes de esa industria o del mercado laboral. También es común que el objetivo sea obtener algún tipo de calificación o créditos académicos. Sin embargo, las opiniones varían en cuanto a la forma en que debe ser el programa para cumplir con los criterios de FDES. Este punto clave en la discusión se refleja en la definición de FDES que ApprEnt decidió adoptar al principio del proyecto:

Desde el punto de vista de la colaboración Universidad-Empresa, la “Formación dual en la Educación Superior” se entiende como programas que tienen un mínimo de cuatro características de las seis enumeradas a continuación:

1. El aprendizaje se alterna entre un lugar de trabajo y una institución educativa.
2. El programa tiene un fuerte aspecto de tutorización / mentorización tanto en el trabajo como en la IES, donde en la colaboración de empleador e IES ambas asumen la responsabilidad de proporcionar instrucción y oportunidades de aprendizaje significativas en el lugar de trabajo con una persona cualificada, para ofrecer la oportunidad de adquirir los conocimientos, habilidades y competencias necesarias para la futura profesión del alumno
3. El programa forma parte de un programa de educación formal o continua.
4. Al completar con éxito el programa, los alumnos adquieren una cualificación, o parte de una cualificación, y reciben un certificado oficialmente reconocido.
5. La formación dual se basa en un contrato o convenio formal entre el empleador y el alumno, pero, a veces, pueden basarse en un contrato o convenio formal con la IES.
6. Los aprendices están vinculados contractualmente a un empleador y a una IES, y reciben una remuneración en forma de salario, ayuda, o similar por su trabajo.



Dentro del proyecto **ApprEnt**, los socios acordaron aceptar como programas de FDES aquellos esquemas que cumplieran un mínimo de 4 de las características anteriores al recopilar estudios de casos. Esto permitió encontrar muestras de este tipo de actividad en todos los países socios, así como también en otros países, lo que demuestra, por lo tanto, la idoneidad de la definición.

Sin embargo, teniendo en cuenta la relevancia de las seis características incluidas en la definición, el consorcio destaca la importancia de crear programas de FDES que cumplan con todas estas características (no únicamente con cuatro). De hecho, sería difícil concebir como programas completos de FDES aquellas que no contemplen una doble tutoría, que no incluyan un contrato o convenio, o que no alternen el aprendizaje académico con el aprendizaje en el lugar de trabajo.

C. Principios educativos

Los principios clave que sustentan el curso genérico en DPC propuesto aquí son:

1. El objetivo principal de este curso de DPC es ofrecer más habilidades a las personas que se han convertido recientemente, o están planeando convertirse, en mentores futuros de estudiantes que realicen programas de FDES.
2. La experiencia previa de los participantes es relevante y un punto de partida clave en este curso. Ayudará a los participantes a comprender los casos y situaciones explicados en el curso.
3. Los cursos de DPC son más efectivos cuando adoptan un enfoque de resolución de problemas en lugar de uno puramente didáctico. Esto significa que:
 - ▲ La información se proporciona como un recurso, no como una larga conferencia
 - ▲ Se proporciona tiempo para compartir buenas prácticas, así como casos prácticos con potencial de mejora
 - ▲ Se les da tiempo a los participantes para reflexionar sobre su propia práctica profesional y la de su equipo
 - ▲ Se ofrece tiempo para reflexionar sobre los arreglos institucionales apropiados
 - ▲ La planificación de acciones para realizar cambios es importante para que los participantes puedan pensar en cómo implementar sus nuevas ideas
4. Los modelos a seguir, por ejemplo, el personal que ha adaptado con éxito su política y práctica, son una característica importante de la formación.
5. Es importante que los profesionales escuchen la voz del grupo objetivo: los estudiantes de los programas FDES que han completado su formación o están realizándola actualmente. Esto se puede hacer involucrándolos directamente en el curso de alguna manera y / o mediante el uso de estudios de casos.
6. La tutoría de las FDES es llevada a cabo por dos personas: una persona ubicada en la IES y otra persona ubicada en la empresa o PYME. Por lo tanto, el curso de DPC debe satisfacer las necesidades individuales de esos roles específicos, permitirles contrastar sus técnicas y puntos de vista sobre la tutoría y ayudarlos a prepararse para construir un "enfoque de equipo". Por ello, resulta muy valioso reunir a profesionales en el mismo tipo de rol para que puedan aprender unos de otros, pero también incorporar a los diferentes profesionales que conforman los equipos al completo.
7. Es importante partir desde el punto en que se encuentran los participantes en términos de su posición institucional, su conocimiento personal y comprensión de las FDES y del trabajo de tutoría en general, y luego construir sobre eso. Esto significa que el curso debe ser moldeado para adaptarse a ellos en lugar de al revés.

8. Es importante valorar lo que los participantes ya saben y / o pueden hacer. Por ejemplo, algunos pueden no tener conocimiento de protocolos académicos o estándares de calidad de educación superior, pero a su vez ser expertos en un conjunto específico de habilidades requeridas en una industria concreta. Se debe invitar al experto a dirigir la explicación y la discusión en el momento apropiado (cuando se discute el conjunto de habilidades, por ejemplo)

D. Las herramientas de ApprEnt

El proyecto ApprEnt ha desarrollado una serie de herramientas que pueden considerarse parte integral del curso de DPC para mentores y, al mismo tiempo, pueden ser útiles para las IES y empresas que desarrollan programas de FDES.

i. Buenas Prácticas

El proyecto ha recopilado 33 casos diferentes que muestran ejemplos de programas de FDES en 9 países diferentes de Europa. La plantilla para recopilar los casos, que se centra en la descripción de las mejores prácticas (¿por qué su caso es particularmente interesante?) y en los comentarios de los usuarios (¿qué dicen sus alumnos sobre el programa?), proporciona evidencias concretas del éxito o fracaso de cada modelo y nos ayuda a considerar cómo los modelos (o ciertos aspectos específicos de los modelos) podrían adoptarse en otros entornos.

Todas las buenas prácticas recopiladas están disponibles en el sitio web del proyecto <https://apprent.eucen.eu/tools/>. En la primera página de cada caso se muestra gráficamente cuál de las 6 características de la definición se cumple, ofreciendo así una idea general al lector sobre si un caso particular puede ofrecer información o no de lo que está buscando.

Los casos, recopilados de 9 países diferentes de la UE con un nivel diferente de implementación de las FDES, ofrecen una amplia gama de ejemplos.

ii. DAFO y análisis comparativo

De cara al proyecto, el consorcio trabajó en conjunto para identificar la percepción de los representantes de las IES y de las PYMEs en relación con los programas de las FDES. Esta discusión y taller condujo a la identificación de las debilidades, amenazas, fortalezas y oportunidades que las diferentes partes consideraron que estaban conectados a este tipo de programas. Una falta de confianza recíproca fue uno de los grandes problemas identificados por ambas partes. Pero la percepción sobre los beneficios de los esquemas FDES también fueron abundantes y bien recibidos por los grupos. Este análisis DAFO se integró más adelante en el análisis comparativo de los estudios de caso y los comentarios recopilados en 6 de los 8 países socios.

El análisis comparativo incluye la interpretación cuantitativa y cualitativa de los casos recopilados y un conjunto de recomendaciones generales que se basan en los comentarios que las partes interesadas clave han expresado durante los grupos de discusión nacionales. Refleja las preocupaciones de las partes involucradas en este tipo de programas, a la par de ideas sobre cómo mejorarlos para que sean más atractivos para las empresas, las IES y también para los estudiantes.

El análisis está disponible en el sitio web del proyecto <https://apprent.eucen.eu/tools/>

iii. Recomendaciones de políticas públicas

Las discusiones en las reuniones de socios y, lo que es más importante, los comentarios recopilados de las partes interesadas han permitido al consorcio ApprEnt diseñar un conjunto de recomendaciones de políticas dirigidas a los tomadores de decisiones a diferentes niveles. Cada una de las recomendaciones también señala cómo los estudiantes se beneficiarían de ellas. Las recomendaciones, importantes para los niveles empresariales e institucionales, tanto a nivel europeo como nacional, abordan los siguientes puntos clave:

- ▲ Regulaciones
- ▲ Planificación estratégica a nivel político
- ▲ Formación
- ▲ Movilidad
- ▲ Orientación y coordinación
- ▲ Garantía de calidad
- ▲ Asignación de recursos
- ▲ Financiación
- ▲ Transparencia
- ▲ Sostenibilidad

Esta herramienta tiene la intención de resumir las razones clave para apoyar, mejorar y ampliar las oportunidades que ofrece el FDES y destaca los beneficios que este tipo de esquemas ofrecen a todas las partes involucradas. Las recomendaciones políticas (en una versión detallada y resumida) están disponibles en el sitio web del proyecto: <https://apprent.eucen.eu/tools/>

iv. Modelo de convenio

Una herramienta práctica, desarrollada por ApprEnt, es un modelo de convenio modelo para ser utilizado por las instituciones a la hora de establecer su participación en los programas FDES. El modelo, destinado a ser firmado por las tres partes implicadas (aprendiz, IES y PYME / empresa), tiene la intención de proteger a todos y reforzar la mutua necesidad entre ellas y su contribución en el convenio. Su objetivo es proporcionar información sobre por qué cada una de las partes es importante y por qué una buena colaboración dentro del marco del FDES redundará como satisfactoria y beneficiosa para todos los involucrados.

El modelo de convenio ApprEnt se ha diseñado sobre la base de modelos existentes utilizados en varias instituciones y está disponible en el sitio web del proyecto:

<https://apprent.eucen.eu/tools/>

v. Paquete de promoción (Advocacy Pack)

Los programas FDES no son ampliamente conocidos. Uno de los objetivos del proyecto es proporcionar herramientas a los usuarios convencidos de estos programas para informar a otros sobre los beneficios de realizar dichos cursos. El ApprEnt Advocacy Pack incluye una descripción general de lo que es un FDES e incluye una versión para aproximarse a las IES, una versión para acercarse a empresas e industria, y una versión para vincular a los estudiantes potencialmente interesados. También contiene una serie de citas transcritas de los usuarios y una sugerencia de aproximación a los no usuarios.

El paquete de promoción está disponible en el sitio web del proyecto

<https://apprent.eucen.eu/tools/>

E. Mentoría - Funciones y habilidades

Los programas FDES desarrollados en dos ámbitos de aprendizaje requieren orientación y tutoría en ambos lugares. Ambos escenarios de aprendizaje están al corriente de las diferentes lógicas de acción:

- ▲ Trabajo real vs. situación de aprendizaje estandarizado
- ▲ Aprendizaje por experiencia vs. aprendizaje teórico

La comunicación entre todas las partes es fundamental. Los flujos de comunicación van en diferentes direcciones, como se muestra en la [Figura 3](#) (consulte el [Módulo 6](#)), entre los mentores, y entre cada mentor y los aprendices (en ambas direcciones). La capacidad de trabajar en equipo resulta pues esencial.

La necesidad de comunicarse y compartir se satisfará mejor si se utilizan herramientas como las aplicaciones propuestas en línea que aparecen en el [Anexo 3](#).

Funciones de los mentores

Mentor profesional

- ▲ Ayudar a la integración en el lugar de trabajo.
- ▲ Identificar los lugares de aprendizaje en el proceso de trabajo de acuerdo con el plan de estudios.
- ▲ Definir una vía de aprendizaje de acuerdo con el plan de estudios.
- ▲ Guiar al alumno en el proceso de aprendizaje dentro de la empresa.
- ▲ Evaluar el progreso del aprendizaje.
- ▲ Validar las herramientas académicas empleadas en el lugar de trabajo.

Mentor académico

- ▲ Asesorar al alumno.
- ▲ Velar por la adecuación entre el trabajo que se le pide al alumno y el plan de estudios.
- ▲ Hacer un seguimiento de los resultados académicos.
- ▲ Guiar al alumno en el proceso de aprendizaje dentro de la empresa.
- ▲ Evaluar el progreso del aprendizaje.
- ▲ Validar las herramientas académicas empleadas en el lugar de trabajo.

Habilidades requeridas a los mentores

- ▲ Capacidad para acoger
- ▲ Capacidad de contextualizar
- ▲ Capacidad para presentar el resultado deseado y los resultados alcanzados

- ▲ Capacidad de evaluar
- ▲ Capacidad para proporcionar orientación
- ▲ Capacidad de ayudar
- ▲ Capacidad de mostrar agradecimiento
- ▲ Capacidad de integrar
- ▲ Capacidad de cooperar con otros mentores

El *Anexo 6* incluye una lista de competencias esperables en un mentor.

F. Estructura genérica del curso

La estructura básica de este curso incluye cuestiones de discusión y recursos sugeridos, para apoyar el debate, que pueden abordarse de diferentes maneras utilizando distintos métodos y ejercicios de formación (como por ejemplo la lluvia de ideas, el juego de roles, la evaluación de estudios de casos, la participación en modelos a seguir para los estudiantes)

Hay siete secciones previstas en la estructura genérica del curso [ApprEnt](#) de formación en DPC, que son:

- ▲ Módulo 1: Preparación – Concienciación de las peculiaridades y ventajas de los FDES
- ▲ Módulo 2: Introducción a la tutoría de estudiantes de las IES
- ▲ Módulo 3: Comprensión de las necesidades y expectativas de los estudiantes de las IES
- ▲ Módulo 4: Planificación de la estrategia de aprendizaje del alumno
- ▲ Módulo 5: Apoyo al proceso de aprendizaje
- ▲ Módulo 6: Herramientas para la cooperación entre mentores
- ▲ Módulo 7: Formación continua: planificación de acciones para los participantes

Antes de comenzar la formación con su grupo de mentores, lea las siete partes y planifique cómo abordará cada una de ellas. Esto te ayudará a tener una sesión mejor enfocada y más fructífera.

También es posible que desee ver un modelo de curso prototipo en formato MOOC (consulte el [Anexo 8](#)), ya que puede inspirarle cuando prepare su propio curso.

Módulo 1: Preparación - Concienciación de las peculiaridades y ventajas de la formación dual en la Educación Superior (FDES)

Antes de que comience el curso, debe ponerse en contacto con el personal que participará en el mismo y solicitar su colaboración preparándose para la sesión con anticipación. Ofrézcales algo de tiempo (un mínimo de 2 semanas) para realizar esta preparación, ya que hay bastante material que pueden leer y recopilar.

Preparación previa al curso sugerida para los participantes:

- ▲ **Perfiles individuales.** Cada participante debe preparar un archivo de una página que incluya:
 - ▼ descripción de su rol actual
 - ▼ áreas de experiencia
 - ▼ experiencia supervisando o trabajando con estudiantes
 - ▼ motivación para la tutoría
 - ▼ expectativas
 - ▼ posibles aportes / contribuciones a la discusión
 - ▼ otra información relevante

- ▲ **Lecturas generales.** Se pueden cubrir varias áreas, por ejemplo:
 - ▼ regulaciones nacionales
 - ▼ aproximación a los enfoques europeos de los programas de aprendizaje
 - ▼ informes del Centro Europeo para el desarrollo de la FP (CEDEFOP) sobre formación dual o formación basada en el trabajo, etc.

- ▲ **Lecturas internas.** Especialmente:
 - ▼ políticas y regulaciones institucionales o de la organización para el desarrollo o participación en programas de formación dual (ver especialmente aquellas bajo evaluación)

- ▲ **Lecturas de recursos clave.** Por ejemplo:
 - ▼ algunos de los casos de estudio de [ApprEnt](#)
 - ▼ el análisis comparativo y las recomendaciones de política

- ▲ **Evaluación.** Como pueden ser:
 - ▼ casos de estudio específicos y compararlos con la propia experiencia

- ▲ **Recopilación de plantillas de documentos.** Como:
 - ▼ materiales utilizados al supervisar a los estudiantes

- ▲ **Lecturas sobre otras herramientas y materiales de [ApprEnt](#):**
 - ▼ el modelo de convenio
 - ▼ el paquete de promoción

- ▲ **Obtención de más información sobre las funciones y habilidades de los mentores.** Comenzando por:
 - ▼ El apartado E de este documento

Módulo 2: Introducción a la tutoría de estudiantes de IES

Los objetivos principales de esta introducción es que los todos los participantes se conozcan, compartan sus expectativas y motivaciones, y comiencen a abordar las particularidades de trabajar con estudiantes que emprenden un programa FDES.

¿Quiénes somos?

- ▲ Introducción y presentaciones de los participantes, especialmente si aún no se conocen (si se conocen bien, puede omitirse este paso)
- ▲ Breve introducción de lo que quieren obtener del curso (use los perfiles individuales redactados en el *Módulo 1 - Fase de preparación*) y discuta las diferencias en los objetivos personales de cada participante
- ▲ Presentación del programa del curso y justificación

¿Qué son los programas FDES?

- ▲ Trabaje en pequeños grupos y converse sobre:
 - ▼ ¿Qué entendemos por FDES?
 - ▼ ¿Qué tienen de diferente respecto a otros programas de aprendizaje?
 - ▼ ¿Qué estructuras se han de implantar en una empresa/institución para facilitar los programas FDES?
- ▲ ¿Dónde podemos encontrar más información sobre los FDES establecidos y sus beneficios?

Recursos sugeridos:

- ❖ Lea el *Anexo 1, UBO's ApprEnticeship model*
- ❖ Lea el *Anexo 2, Case Study P01.4ES "University of Deusto"*

¿Por qué es importante que los estudiantes de FDES tengan un mentor académico y un mentor empresarial?

- ▲ Trabajar en grupos pequeños y debatir:
 - ▼ ¿Qué es un mentor para ti?
 - ▼ A su entender, ¿por qué los estudiantes de FDES necesitan dos mentores?
 - ▼ ¿Cuál de los dos mentores es más importante? ¿Por qué?

- ▲ Trabaje en grupos "mixtos" y comience a explorar:
 - ▼ ¿Qué puede aprender el personal de las IES del personal de las empresas?
 - ▼ ¿Qué puede aprender el personal de las empresas del personal de las IES?
 - ▼ ¿Por qué ambas caras de la moneda son importantes y se complementan en los programas FDES?
 - ▼ Imagine la cooperación perfecta entre los mentores académicos y empresariales: ¿Qué herramientas necesitarían? ¿Cómo debería compartir el trabajo y los conocimientos del estudiante con el que están trabajando?

Recursos sugeridos:

- ❖ Lea el *Anexo 3, Tools for dual mentoring*
- ❖ Lea el *Anexo 6, Mentors' key skills and competences*
- ❖ Lea el *Anexo 7, Mentors' needs and credits*

Módulo 3: Comprender las necesidades y expectativas de los estudiantes de las IES

Los programas FDES ofrecen al alumno la oportunidad de obtener una base, una licenciatura o una maestría a través de una combinación de trabajo y estudio. Un aprendiz pasará parte de su tiempo en el trabajo y el tiempo restante asignado para estudiar. Este método permite a los estudiantes continuar desarrollándose dentro de su sector y al mismo tiempo obtener conocimientos y habilidades transferibles de alto nivel.

Las principales razones por las cuales los estudiantes eligen un programa FDES son:

- i. Pueden estudiar de forma más flexible.
- ii. Están capacitados en habilidades clave que los empleadores esperan que tengan sus empleados
- iii. Aprenden a su propio ritmo con el apoyo de mentores.
- iv. Se sienten más seguros de sí mismos y adquieren mayor seguridad en su profesión.
- v. Ganan dinero mientras estudian.
- vi. Tienen la oportunidad de ser reclutados al finalizar su formación con mayor facilidad.
- vii. A menudo se les ofrece salarios más altos que a los graduados normales ya que cuentan con experiencia en el sector.

Sin embargo, los aprendices inscritos en FDES pasan por un programa muy exigente y desafiante: necesitan alcanzar los requisitos académicos establecidos por el IES donde estudian (como cualquier estudiante en otros programas de ES) y, al mismo tiempo, cumplir con las demandas laborales de la empresa con la que se han comprometido.

¿Por qué son diferente los programas FDES?

- ▲ Trabajar en grupos pequeños y debatir:
 - ▼ ¿Cree que los estudiantes tradicionales tienen los mismos objetivos que los aprendices de ES?
 - ▼ ¿Cómo valora la idea de trabajar y estudiar al mismo tiempo?
 - ▼ ¿Cree que los aprendices de ES podrían necesitar un apoyo adicional para cumplir con sus obligaciones tanto en IES como en la empresa? ¿Qué tipo de soporte adicional supone?

- ▲ Trabajar en grupos pequeños:
 - ▼ Diseñe brevemente un plan de estudios, adaptando un curso estándar a las necesidades y peculiaridades de un programa FDES.
 - ▼ Discuta dentro de su grupo los añadidos y cambios esenciales que los programas FDES deberían tener, en comparación con otros cursos tradicionales similares

Recursos sugeridos:

- ❖ Mire la *Figura 5 (Anexo 1)* – ¿Los programas de formación dual que Ud. conoce siguen la estructura de este diagrama?

¿Cómo adaptar los programas FDES?

- ▲ Trabaje en grupos pequeños y discuta su experiencia previa con los estudiantes:
 - ▼ ¿Por qué su experiencia previa puede ayudar?
 - ▼ ¿Cree que su experiencia previa podría ser una carga en su nuevo rol?
 - ▼ ¿Cómo puede usar su experiencia y adaptarla a los requisitos de los estudiantes de FDES?

Recursos sugeridos:

- ❖ Lea el **Paquete de promoción (Advocacy Pack)**, especialmente la sección que se dirige a estudiantes potenciales.
- ❖ *Anexo 2, Case Study Case Study P01.1 "University of Chester (UK)*

Módulo 4: Planificación de la estrategia de aprendizaje del estudiante

En general, los programas FDES están orientados a las competencias y centrados en los estudiantes. Se recomienda un enfoque que suponga la creación de un Portfolio o “diario de aprendizaje” para documentar las competencias y evaluar las mismas³.

Los mentores apoyan a los estudiantes a través de la supervisión continua. En el curso de los programas FDES, se espera que los estudiantes:

- ▲ se conviertan en aprendices autónomos (reforzar su capacidad de aprendizaje permanente)
- ▲ documenten su lugar de trabajo y aprendizaje informal y reflexionar sobre él (*Libro de registro de aprendizaje*)
- ▲ demuestren los resultados de aprendizaje logrados documentándolos (*Showcase ePortfolio*) y autoevaluándolos según un criterio establecido
- ▲ unan la teoría con la práctica

El primer paso para planificar la estrategia de aprendizaje del alumno es establecer una entrevista (o varias, si es necesario) para identificar el aprendizaje previo del alumno y compararlo con los resultados de aprendizaje del programa FDES actual que el alumno ha elegido.

Los siguientes pasos serían:

- ▲ Definir los resultados de aprendizaje de FDES que deben adquirirse
- ▲ Debatir con el estudiante y elegir la estrategia de aprendizaje final, incluido el proyecto que se realizará en la empresa / industria
- ▲ Debatir la estrategia de aprendizaje con la empresa / industria y configurar los parámetros para lograrla tanto en la empresa / industria como en la IES

Planificación del aprendizaje:

- ▲ Trabajar en grupos pequeños y debatir sobre:
 - ▼ ¿Cuáles son los puntos más importantes que obtener del alumno?
 - ▼ ¿Cómo alentaría al alumno a ser proactivo en la discusión?

Competencias adquiridas:

- ▲ Trabajar en grupos pequeños y debatir sobre:
 - ▼ ¿Cómo descubrir las habilidades prácticas que el estudiante ya tiene?
 - ▼ ¿Cómo averiguar si las habilidades prácticas que el estudiante ya tiene coinciden con la los estándares de calidad requeridos tanto en la empresa / industria como en la IES?
 - ▼ ¿Quién debería participar en la identificación de esas habilidades prácticas? ¿Por qué?

Recursos sugeridos:

- ❖ Lea el *Anexo 4 - Debriefing methods*

³ <https://www.sciencedirect.com/science/article/pii/S1557308711000916>

Módulo 5: Apoyo al proceso de aprendizaje

La tutoría para los estudiantes de FDES se basa en el entendimiento de que al principio los mentores brindarán a los aprendices un fuerte apoyo, que se reducirá paso a paso para que los aprendices puedan autorregular su proceso de aprendizaje.

La *Figura 1* muestra a continuación un proceso de aprendizaje para FDES y cómo los mentores pueden apoyar las diferentes etapas. Las cuatro etapas se basan en un modelo de aprendizaje para habilidades transversales, que se desarrolló en el proyecto de la UE ATS2020.



Figura 1 Tareas típicas de mentores y estudiantes en una etapa de aprendizaje FDES. Gráfico basado en el modelo de aprendizaje ATS2020 para habilidades transversales a través de ePortfolio-work (Ghoneim, Gruber-Mücke and Grundschober, 2017).

La *Figura 1* muestra las tareas de los mentores en torno al proceso de aprendizaje de un estudiante:

- I. **Resultados de aprendizaje:** identificación y definición de varios (cuatro o cinco) resultados durante la instrucción en cada etapa de aprendizaje conjuntamente con los estudiantes. Se enmarcarán dentro de los resultados de aprendizaje definidos en el plan de estudios y la experiencia de aprendizaje previa del alumno. Incluye también criterios para medir el logro de los resultados del mismo.

- II. **Estrategia de aprendizaje:** desarrollo de la estrategia de aprendizaje junto con los estudiantes, que tiene en cuenta los diferentes lugares de aprendizaje: la IES y el lugar de trabajo.
- III. **Documentación de apoyo y retroalimentación:** discusión de la documentación (diario de aprendizaje o Portafolio) que respalda los procesos de aprendizaje y los resultados con los estudiantes. Redacción de comentarios para apoyar dicho proceso (Comentarios formativos).
- IV. **Reflexión:** Proceso de reflexión a través de métodos de interrogación y retroalimentación. Al final de las etapas de aprendizaje, los estudiantes verificarán si han logrado los resultados de aprendizaje esperados. También identificarán qué resultados de aprendizaje adicionales no esperados se han logrado. Los estudiantes muestran, utilizando la documentación (punto 3), en qué grado han logrado los resultados de aprendizaje y resuman los mismos en un informe o en su portafolio. Los mentores revisarán el informe y darán su opinión.

¿Cómo este proceso de mentoría difiere de sus métodos habituales de tutoría?

- ▲ Trabajar en grupos pequeños y debatir:
 - ▼ ¿Cuál de los 4 puntos lleva a cabo normalmente o ha realizado en el pasado como tutor a estudiantes que no son FDES?
 - ▼ ¿Cuál de los 4 puntos cree que supone un mayor desafío?

Mire la Figura 2 y reflexione...

- ▲ ¿Qué le sugiere esta imagen?
- ▲ ¿Quién se imagina que son las dos personas en la imagen (en el contexto de FDES)?

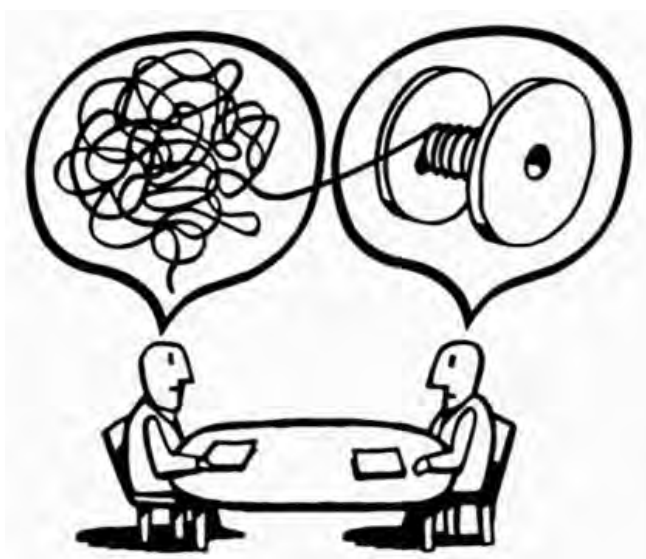


Figure 2 Drawing 'Significado' (CC BY-NC 4.0 Licence)

¿Qué tipo de material de apoyo se necesita?

- ▲ Trabajar en grupos pequeños y debatir:
 - ▼ ¿Ha oído hablar antes del "diario o cartera de aprendizaje"? ¿Lo ha usado anteriormente? ¿Por qué?
 - ▼ ¿Tiene documentación especial que puede ayudarle con alguno de los 4 puntos identificados anteriormente? ¿Qué tipo de documentos? ¿Por qué son útiles?
 - ▼ ¿Usaría alguna herramienta digital? ¿Cuáles? ¿Para qué?

Recursos sugeridos:

- ❖ Lea el [Anexo 4 - Debriefing methods](#)
- ❖ Lea el [Anexo 5 - Learning portfolios](#)

Módulo 6: Herramientas para la cooperación entre mentores

La formación dual en la educación superior supone llevar a cabo un proceso formativo en dos entornos de aprendizaje diferentes: instituciones de educación superior y lugar de trabajo, con un mentor en cada entorno. La cooperación entre mentores, por lo tanto, es esencial para un programa exitoso de FDES. La *Figura 3* a continuación muestra los flujos de comunicación entre los mentores de FDES, y entre los mentores y el aprendiz.

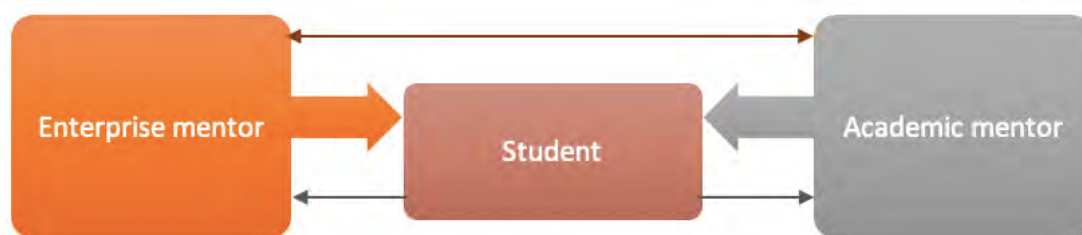


Figura 3 La comunicación fluye entre los mentores de FDES, y entre los mentores y el estudiante / aprendiz

El programa de formación dual superior desarrollado en dos lugares distintos de aprendizaje requiere de una orientación y tutoría en ambos lugares y de la cooperación entre ambos mentores para garantizar un proceso de aprendizaje exitoso.

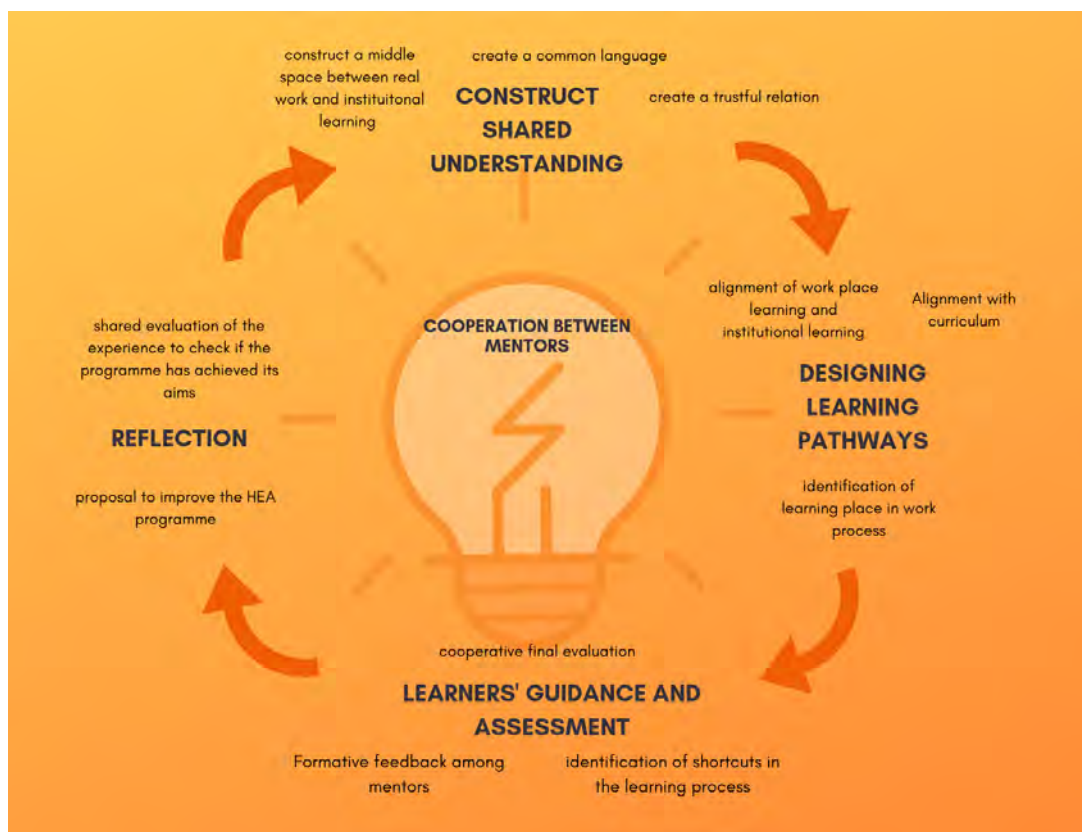


Figura 4 Proceso típico de cooperación entre mentores en programas FDES.

La *Figura 4* muestra el campo de cooperación entre los mentores de las IES y los mentores empresariales:

- I. **Compartir la misma visión:** los FDES unen el mundo académico y la vida laboral real. Al diseñar e implementar el esquema de formación dual, es importante organizar un espacio intermedio entre las dos dimensiones para cumplir y desarrollar una comprensión compartida del vínculo entre la teoría y la práctica, además de para desarrollar una relación de confianza entre los mentores. Esto también podría ser parte del diseño del plan de estudios en el que deberían participar todos los interesados (estudiantes, empleadores, mentores y otros). Todos los interesados, pero en general los mentores, deben comprender los niveles de formación reconocidos y cuestiones tales como los resultados del aprendizaje, la calificación crediticia, etc.
- II. **Diseñar la vía de aprendizaje:** los programas FDES probablemente sean una combinación de módulos o unidades tradicionales de enseñanza basadas en la disciplina y en el aprendizaje experimental en los lugares de trabajo. Para diseñar el itinerario formativo, incluida la identificación de los principales puestos donde debería tener lugar el aprendizaje dentro del proceso de trabajo, se requiere una cooperación fluida entre los mentores
- III. **Evaluar el progreso de los alumnos:** los programas de FDES se encuentran entre la adquisición planificada de habilidades y competencias en el puesto de trabajo y el desarrollo cognitivo en las IES. Se debe dilucidar la cuestión de quién es competente para evaluar la competencia y el desarrollo de habilidades y cuándo. Este tema afecta también a cómo se incorpora la evaluación continua del progreso del estudiante en los procesos de retroalimentación, para garantizar un aprendizaje de alta calidad.
- IV. **Reflexionar** sobre el programa FDES y cómo se ajusta al proceso de aprendizaje de un aprendiz.

¿Cómo cooperar y cuándo?

- ▲ Trabajar en pequeños grupos y conversar sobre:
 - ▼ ¿Cuál es el campo que muestra más complicación de aplicar?
 - ▼ ¿Cómo mejoraría la cooperación entre mentores?

¿Qué tipo de material de soporte se necesita?

- ▲ Trabajar en pequeños grupos y conversar sobre:
 - ▼ ¿Necesitaría algún tipo de documentación específica para llevar a cabo la colaboración?
 - ▼ ¿Usaría alguna herramienta digital?

Recursos sugeridos:

- ❖ Lea el *Anexo 3 - Useful tools for dual mentoring*

Módulo 7: Formación Continua – Plan de Acción para los participantes

Una vez que se hayan completado todas las etapas anteriores del DPC, el curso debe incluir una fase de reflexión sobre cómo aplicar el conocimiento y las herramientas reunidas en el mismo en actividades reales. Como parte de esta reflexión, proponemos una serie de preguntas:

- ▲ ¿Qué he aprendido?
- ▲ ¿Cómo puede el aprendizaje hacerme un mejor mentor?
- ▲ De lo que he aprendido, ¿qué puedo usar para mejorar mi práctica?
- ▲ De las nuevas herramientas que conozco ahora, ¿cuáles puedo incorporar en mi práctica habitual para facilitar el proceso de tutoría?
- ▲ ¿En qué necesito trabajar o realizar seguimiento?
- ▲ ¿Qué otros recursos serían útiles si estuvieran disponibles?
- ▲ ¿Qué puedo compartir con los colegas que comienzan a orientar a los estudiantes en los programas FDES?
- ▲ ¿Qué podemos hacer como grupo para mejorar la política y la práctica en nuestras instituciones y organizaciones?

Los participantes también podrían incorporar en su planificación personal una forma de monitorear sus propias actividades tomando nota de acciones o decisiones acertadas, por ejemplo, en un diario. O tomando nota de hechos de los que se percaten como, por ejemplo:

- ▲ ¿Cómo afecta su nuevo enfoque a la tutoría/mentoría de los estudiantes?
- ▲ ¿Cómo les está ayudando?
- ▲ ¿Recibe comentarios positivos de los estudiantes con quienes trabaja?
- ▲ ¿Sabe si su experiencia positiva los alienta a hablar sobre FDES con otros estudiantes potenciales?

También sería valioso si los participantes reflexionaran sobre las oportunidades y los resultados mejorados que ofrece la colaboración con mentores de su organización / institución asociada:

- ▲ ¿Cómo esta colaboración mejora los resultados de aprendizaje del alumno?
- ▲ ¿Por qué trabajar en coordinación con otro mentor (aunque sea en línea) mejora su propio trabajo?
- ▲ ¿Qué conocimiento puede adquirir del otro mentor que pueda ayudarlo a ajustar su propio enfoque de mentoría?

Otro punto interesante para reflexionar es sobre los nuevos desarrollos que la “co-mentoría” podría haber generado, como por ejemplo:

- ▲ ¿Ha participado personalmente en nuevas colaboraciones universidad-empresa?
- ▲ ¿Ha desarrollado nuevos contactos que podrían ser útiles en el futuro?
- ▲ ¿Siente que su institución / empresa ahora es más visible para otros gracias a su trabajo como mentor?
- ▲ ¿Cree que su institución / empresa está más cerca de la sociedad ahora?

Este autoanálisis puede ayudar a los participantes a refinar su enfoque y ser más conscientes de los posibles obstáculos o desafíos. De esta manera, los mentores actúan como profesionales reflexivos que aprenden de su experiencia y pueden adaptar sus prácticas a lo largo de sus carreras.

Sugerencias de recursos:

- ❖ Lea el *Anexo 6 - Mentors' key skills and competences*
- ❖ Lea el *Anexo 7 - Mentors needs and visibility*

F. Anexos

Anexo 1: UBO's apprenticeships model in a nutshell

Anexo 2: Selected ApprEnt case studies

Anexo 3: Useful tools for dual mentoring

Anexo 4: Debriefing methods

Anexo 5: Learning portfolios

Anexo 6: Mentors' key skills and competences

Anexo 7: Mentors' needs and visibility

Annex 8: Austrian prototype course model: *MentorMOOC*

Nota: Los anexos están disponibles solo en versión original (inglés).

Anexo 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.

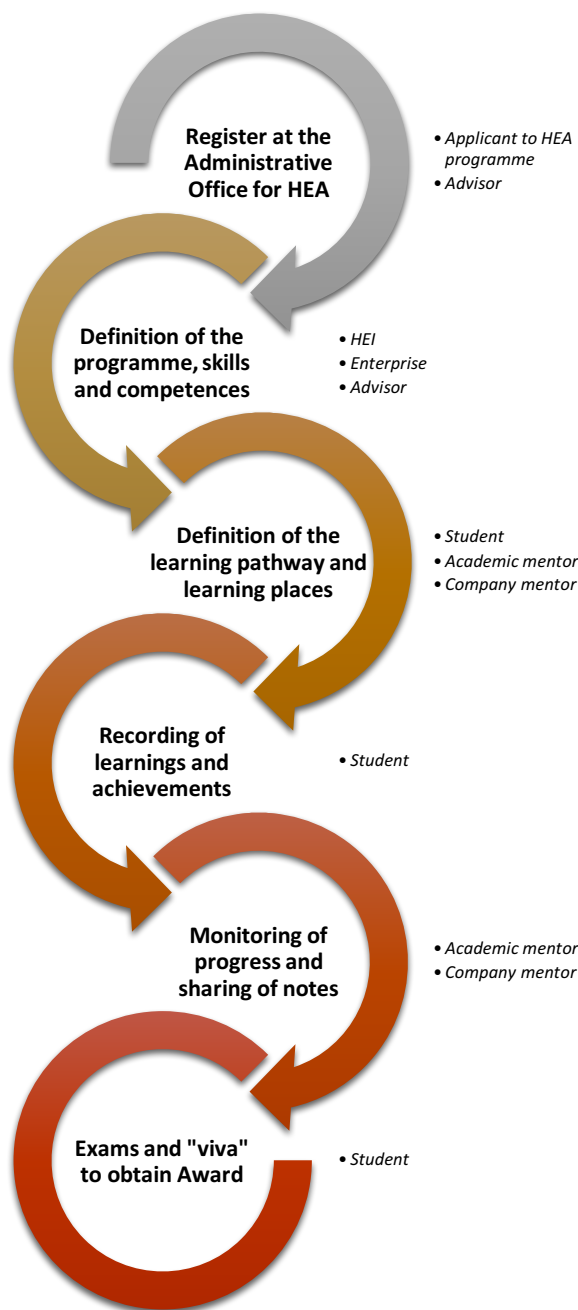


Figure 5 Steps in the process towards obtaining a HEA Award and indication of actors involved (C Royo, 2019)

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

Anexo 2: Selected ApprEnt case studies

Annex 2 portrays only a limited number of case studies from those collected during the ApprEnt project. Access to all the case studies as well as to the Transversal analysis of the cases is available from the project website at <https://appr.ent.eucen.eu/tools/>

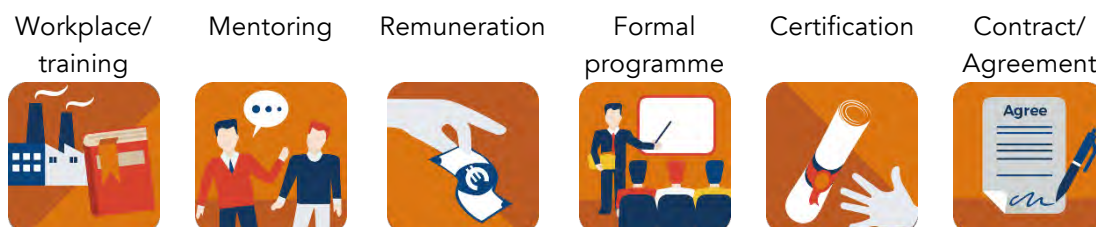
List of cases included in this document:

- ▲ CASE STUDY P08.2 | Universidad Complutense de Madrid (ES)..... 34
- ▲ CASE STUDY P01.4 | University of Deusto (ES)..... 38
- ▲ CASE STUDY P06.2 | University of Turku, TSE exe (FI)..... 41
- ▲ CASE STUDY P07.2 | Università di Catania (IT)..... 44
- ▲ CASE STUDY P01.1 | University of Chester (UK)..... 48

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.

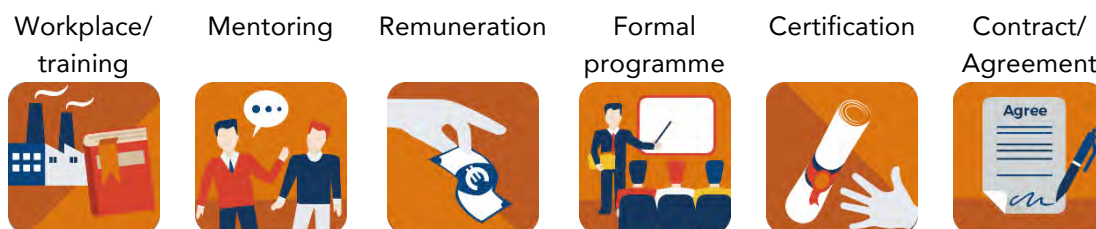
All the interviewees believe that the master's degree is transferable to other sectors whenever professionals and companies are available and a selection of students is made, where the student's profile is the one he or she wants from the company. Within professional sector presenting fewer opportunities, 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.

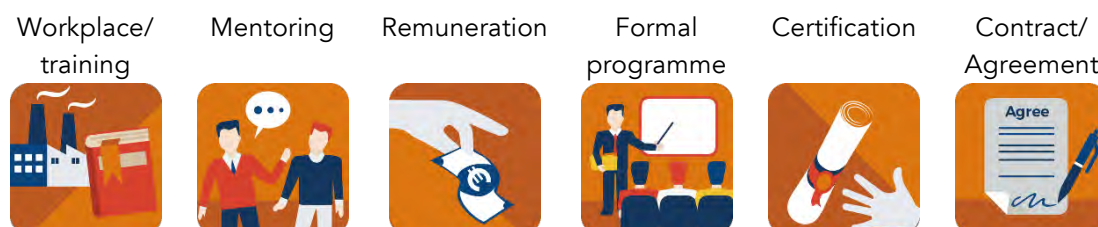
The continuous and personalised feedback is a key point as well as the leadership, the communications and the team work.

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. [...]”

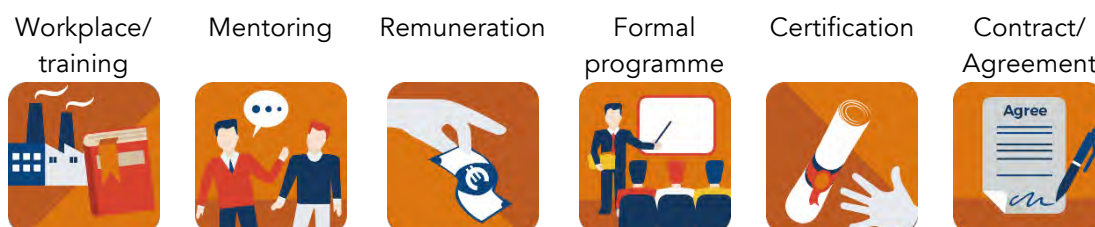
- ▲ “Difficult to point out the most useful learnings because there were so many good topics. [...] It was plenty of useful learnings in the programme. In my opinion, the highlights were Strategy Discussions and Balanced Score Card. [...]”
- ▲ “‘Leading high performance’ was a very inspiring and good 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:

- I. 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.
- II. 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.

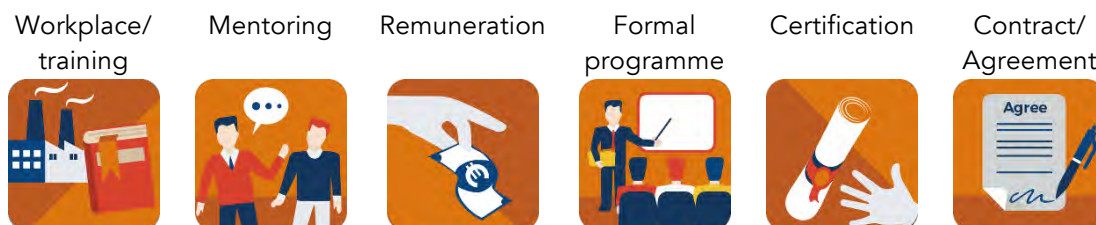
Relevance and Transferability:

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.**

Anexo 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

Anexo 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

Anexo 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/>

Anexo 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.

Anexo 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.

Anexo 8: Austrian prototype course model *MentorMOOC*

ABRIDGED VERSION OF THE *MentorMOOC* MODEL⁴.

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.

⁴ <https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/weiterbildungsforschung-bildungstechnologien/forschung/Projekte1/apprent---refining-higher-education-apprenticeships-with-enterprises-in-europe/resultate.html>

MentorMOOC proposes the following modular structure and learning outcomes:

MODULE 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. Mentors 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

Los programas de Formación Dual en la Educación Superior (FDES) -*Higher Education Apprenticeships*, en inglés- constituyen un sistema educativo de gran interés para brindar a los estudiantes experiencia académica y práctica a un nivel superior. La parte distintiva e importante de estos programas es que las universidades y las empresas trabajan juntas para formar los profesionales que se necesitarán en el mercado laboral, asegurándose de que las habilidades no solo se aprendan, sino que también se practiquen en entornos de trabajo reales.

Sin embargo, los mentores (en las empresas) y los supervisores (en las Instituciones de Educación Superior - IES) de los estudiantes que realizan programas de FDES no siempre están preparados para hacer su trabajo. Saber mucho sobre su propia profesión no siempre garantiza la capacidad de ayudar a otros a aprenderla.

Este documento describe una estructura genérica de un Curso de Desarrollo Profesional Continuo (CDPC) que tiene como objetivo brindar al lector apreciaciones e ideas para organizar la formación de mentores y supervisores de programas de FDES. La estructura del curso ha sido pensada para que pueda adaptarse a cualquier necesidad institucional, regional o nacional.

