

## Template for the collection of Best Practices (D.2.2)



Refining HE Apprenticeships  
with Enterprises in Europe

This is the template for collecting existing good practices in “HE apprenticeship programmes” or in other (non-HE apprenticeship) programmes that, somehow, can be directly relevant, easily transferable or useful for HE apprenticeship programmes in the European HEIs. The purpose of this template is to identify successful case stories and to explain how the experience that you present can be adapted or can be transferred to future HE apprenticeship programmes. Please, do not surpass a max of 4 pages in total.

From the point of view of University-Business collaboration, “HE Apprenticeship” is understood as programmes that have all or a minimum of four characteristics out of the six listed below:

1. learning alternates between a workplace and an educational or training institution
2. the programme has a strong tutoring/mentoring aspect both at work and in the HEI, where the employer and higher education institution in collaboration assume responsibility for providing instruction and meaningful learning opportunities at the workplace with a skilled person, in order to offer to the learner the opportunity to acquire the knowledge, skills and competences needed in the profession
3. the programme is part of formal and/or continuing education and training
4. on successful completion of the programme, learners acquire a qualification or a part of a qualification and receive an officially recognised certificate
5. apprenticeships are based on a contract or formal agreement between employer and learner but, sometimes, can be based on a contract or formal agreement with the HEI
6. apprentices are contractually linked to an employee and to a HEI and receive remuneration in the form of wage, allowance or similar for their work

All showcased Best Practices should take into consideration four parameters:

1. **Relevance:** The best practice should present a programme or activity directly connected to a real apprenticeship (or similar) programme.
2. **Transferability:** The best practice case should clearly showcase transferable characteristics of the activity and introduce suggestions and ideas how to improve future HE apprenticeship programmes.
3. **Impact:** The case studies should provide both qualitative and quantitative evidence of their impact in terms of results, changes in processes, impact on the university-business collaboration, impact on the staff, impact on the students, etc
4. **Potential for standardisation:** All best practices should, if possible, showcase potential aspects for the HE apprenticeship programme standardization/ programme model.



**A. Author's details** (especially important if is not a partner who fills it in)

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**B. Which of the key characteristics fulfil your case**  
(please answer all the items)

	YES	NO
• Combines workplace with education or training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Includes mentoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Offers a remuneration to the student	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Forms part of a formal or/and continuing education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Provides a certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Gives a contract or formal agreement to the student	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**C. When considering the four parameters listed below, how well are these showcased in this good practice? Tick one box for each parameter**  
Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
a. Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Transferability of the case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Potential for standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## D. Title of your Case Study

A1 Telekom dual Study with FH Technikum Vienna

## E. Describe your case (max 4 pages)

### 1. How is the apprenticeship system in your country/institution (max one page):

- Briefly describe the main characteristics of the system. how does it work?
- In your opinion, what are the strengths and the areas for improvement of this system?

as described in our national description of Austria at Barcelona. Christina Maier isn't the person in charge for apprenticeship within A1 Telekom therefore she has no clear picture about the apprenticeship system in Austria.

### 2. Description of the Best Practice case (max half a page)

- Describe the practice/programme: objectives, teaching/learning methods, supervision/guidance and mentoring, selection criteria, target groups, level, type of enterprise cooperation etc
- In your opinion what are the challenges, strengths and weaknesses of this practice/programme?

#### a) Case description

Starting point for the program, which started in September 2017, was that A1 Telekom is not the employer of first choice for IT and ICTS people because of the strong competition of companies like Microsoft or SAP in Vienna. In fact that A1 needs these people as well they decided to train them in a program together with FH Technikum Vienna. A second consideration is to use the fact of offering a dual study program as part of employer branding in general.

For the first semester they decided to make a 2-weeks shift between FH and time in company. That wasn't helpful because business in IT and ICTS is in a very project driven context therefore a 2-weeks period in the company was too short in practice. Since the spring semester they have now switched to 3 months in the company and 3 months at FH. Which fits much better for all parties and will be the choice for next year either. In the first round the hired people with technical background (from technical schools like HTL) and without. That doesn't work because the progress at the FH was too fast for those without technical background and even the curricula itself. All 5 participants without technical background quit the program but still are employees within the company. For the next group in September 2018 A1 will take 13 new participants and all of them must have technical background.

The program of FH is the normal curricula they offer and that was a clear decision of A1. Because they want to bring in external knowledge in the company and decided if they will create a special curricula than maybe some interesting parts of this knowledge will be missing. Participants get paid for the whole 3 years of the program for 20 hours by week with an official working contract, even if they are in the company or at University. As a special point of A1 they pay all tuition fees for the students as well. Every student gets a personal buddy as a mentor. The practical part will be handled by the direct manager within the department where the student is working during his company time. There is a very strong relationship between managers and students because managers are very interested in the new program.

Studying doesn't take time in the working hours but is aligned very closely between A1 and FH. If there are practical cases which have to be done within the 3 months period in the company students try to take real cases out of the company. Sometimes that is a bit tricky because if they are working on a project for an A1 customer there are some secrets which can't be presented on FH for example.

After 3 years the students finish with an official Bachelor degree and have the experience within the company. During their company time they will be in 2-3 different departments to have a wide range of company knowledge as well. Actually A1 is designing the compensation scheme for those who will finish the first round in 2019.

b) SWOT of the program

First of all it is still difficult to promote the program adequate because candidates in Austria are not familiar with dual studies. Most mix it up with extra occupational which means that you have to work in normal working hours and make your study in the evening, on weekends or during your holidays. A1 have in mind the danger of losing the participants after they have finished, especially as long as programs like that are not very common in Austria. A more "internal" risk is that students will not finish the program but for that - consider the 5 students mentioned before - they have in mind that at least these ones will stay with A1 as well.

The most important strengths of the program from A1 perspective is to get IT and ICTS people on Bachelor grade much cheaper than to hire them on the free market. This market is not too big in Austria therefore it could be that A1 needs external resources to fulfill customer requests as well. One of the major challenges is to find enough managers and departments with tasks which fits to the curricula of FH. With September 2018 there are 12 students in the 2nd year and 13 new one in their first, in summary 25 participants in 2018, planned 38 - 40 in 2019.

Actually their coordination with FH Technikum is the major challenge at all. Because Christina Maier's opposite is the manager of the degree course and the students are in direct contact with the lecturers. Sometimes the internal communication doesn't work well and lecturers have a different understanding as the students get from A1. Lecturers even have to keep in mind, that these A1 students are ones which are 3 months on FH and 3 months in the company, which means some challenges in case of exams or homeworks.

3. Describe the feedback and student experiences of the programme/practice (max half a page)

The first students gave as feedback that to handle the double load was the most difficult part at the start. But they also considered that A1 and they involved managers as well shows a lot of consideration.

4. Evaluate how the programme/practice reaches the following goals (tick one box for each goal). Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Relevance and Transferability: if your case study is not directly linked to a HE apprenticeship programme, please show how this case (or some aspects) could be transferred to HE

apprenticeship programmes and why it would be useful for HE apprenticeships (max one page)

6. Comments, clarifications, ideas and relevant links:

Please return the filled in forms to:

[apprent@eucen.eu](mailto:apprent@eucen.eu) and [sari.stenvall@utu.fi](mailto:sari.stenvall@utu.fi)

Deadline for submission of your case studies: **31 March 2018**

Thank you!