

# ASSESSMENT OF DUAL LEARNING IN THE BASQUE UNIVERSITY SYSTEM: LESSONS LEARNT

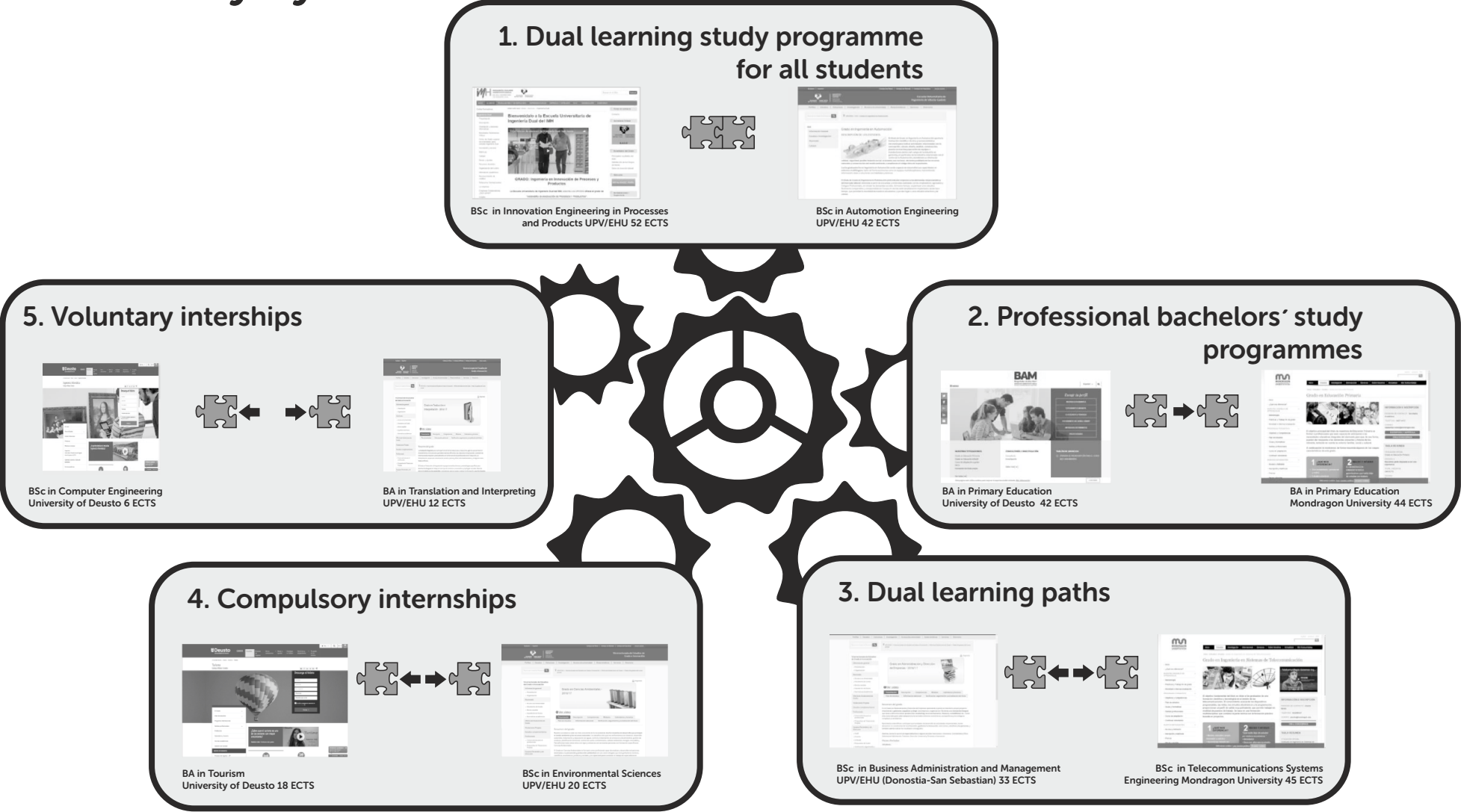
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## Framework

- \* I. Basque University-Business Strategy 2022
- \* Basque Decree 274/2017 of December 19th

### Mapping of university-business cooperation in the Basque University System



Criteria	Aspects to consider
1. Description of the study programme	Complete study programme / path – number of students % ECTS: <ul style="list-style-type: none"><li>Bachelor level: 25-50%</li><li>Master level: 40% or at least 30 ECTS</li><li>Final project should be included in this percentage.</li></ul>
2. Justification of the study programme	Interest and relevance of the dual methodology for skill achievement Level of involvement of the companies in the study programme (design, delivery,...) Creation of a joint university -business commission
3. Learning outcomes	Learning outcomes to be achieved at the university/company (way of achieving them) – coordination of activities
4. Students	Students distribution in the different companies Public information Student-company bond (contract or similar to support them) Recognition of previous work experience or internships, only if approved by the joint university-business commission
5. Planning and organisation	Study programme organisation at the university and at the work placement (subjects, chronogram, activities, review system, ...)
6. Academic staff	Profile of the academic staff and the supervisors at the work placement (training received)
7. Material resources and services	List of companies and agreements signed. In the agreements the training that the supervisors will have should be established.
8. Quality Assurance System	Procedures regarding the design and planning of dual learning, the monitoring of this dual learning regarding stakeholders' satisfaction and identification of needs and expectations and continuous improvement considering the outcomes.

Outcomes			
	<b>10 Bachelor's degrees:</b> 9 paths: <ul style="list-style-type: none"><li>Mechanical Engineering</li><li>Industrial Design and Product Development Engineering</li><li>Industrial Organisation Engineering</li><li>Industrial Electronics Engineering</li><li>Computer Engineering</li><li>Energy Engineering</li><li>Eco-technology in Industrial Processes Engineering</li><li>Biomedical Engineering</li><li>Business Administration and Management</li></ul> Full degree: <ul style="list-style-type: none"><li>Mechatronic Engineering</li></ul>	<b>4 Bachelor's degrees:</b> 2 paths: <ul style="list-style-type: none"><li>Business Administration and Management</li><li>Human Resources and Employment Management</li></ul> 2 full degrees: <ul style="list-style-type: none"><li>Automation Engineering</li><li>Innovation Engineering in Processes and Products</li></ul>	<b>1 Bachelor's degree:</b> <ul style="list-style-type: none"><li>Human Resources</li></ul>
	<b>5 Master's degrees:</b> 5 paths: <ul style="list-style-type: none"><li>Strategic Product and Service Design</li><li>Industrial Engineering</li><li>Embedded Systems</li><li>Energy and Power Electronics</li><li>Biomedical Technologies</li></ul>	<b>2 Master's degrees:</b> 1 path: <ul style="list-style-type: none"><li>Embedded Systems Engineering</li></ul> 1 full degree: <ul style="list-style-type: none"><li>Multimedia Journalism</li></ul>	

Lessons learnt	+	Innovative model at university level Interaction between professional and academic peers Excellent ideas to align study programmes to the real needs of companies – Improvement of employability
	—	Avoid risks so students rights are guaranteed Legal framework needed to support contracts