



# E-learning course Nr.1

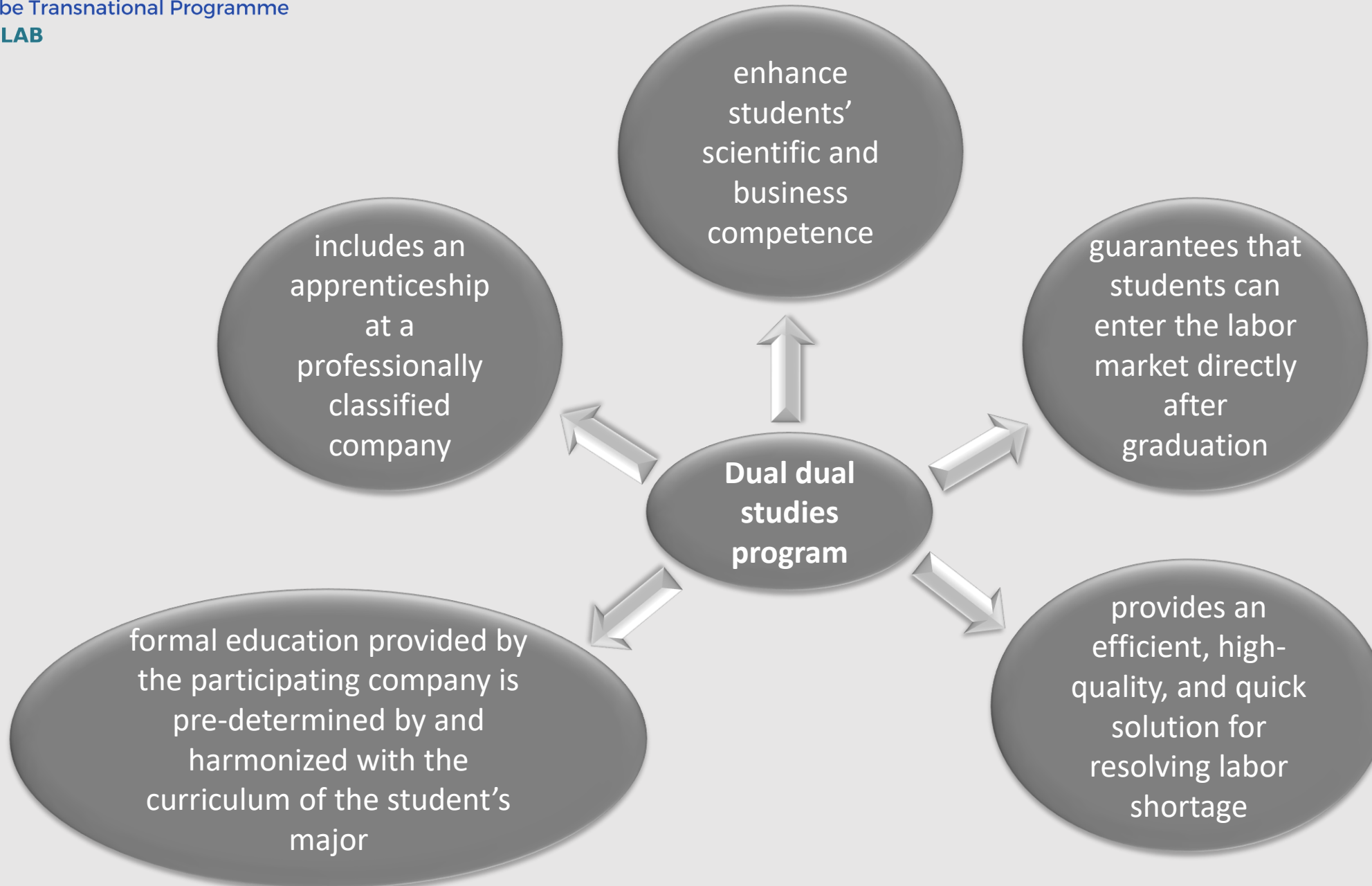
## *General questions of dual type higher education*



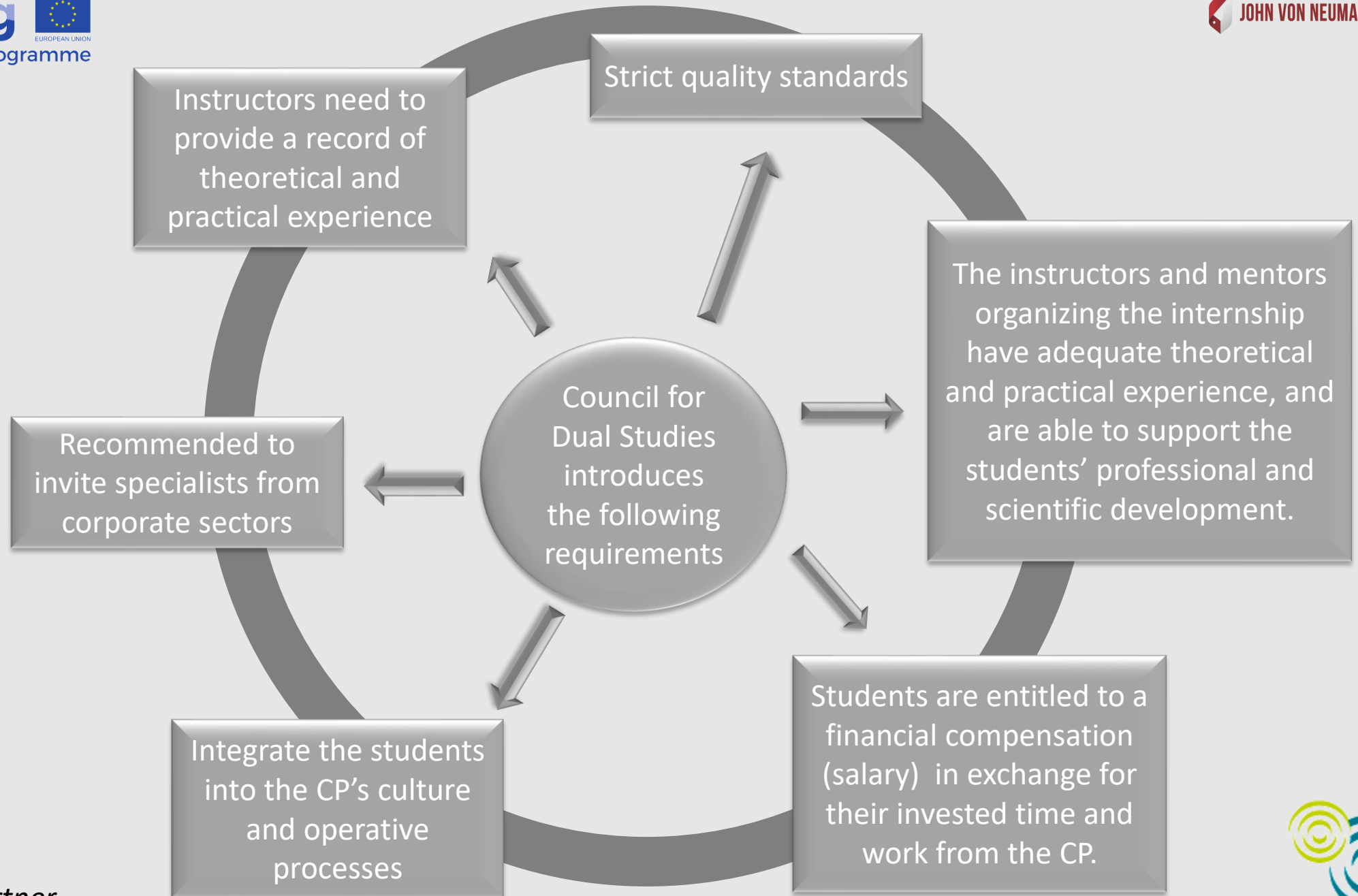
# *Definition of Dual Studies*

*„A form of practice-oriented scientific Bachelor’s or Master’s studies (e.g. in Technology, Information Studies, Agricultural Studies, Natural Sciences, Business Studies), with a curriculum involving an apprenticeship-training that takes place at a classified organization, within the framework provided by the Council for Dual Studies. The full-time curriculum should be defined by educational requirements, as well as by specific rules regarding classes, methodology, and evaluation.”*



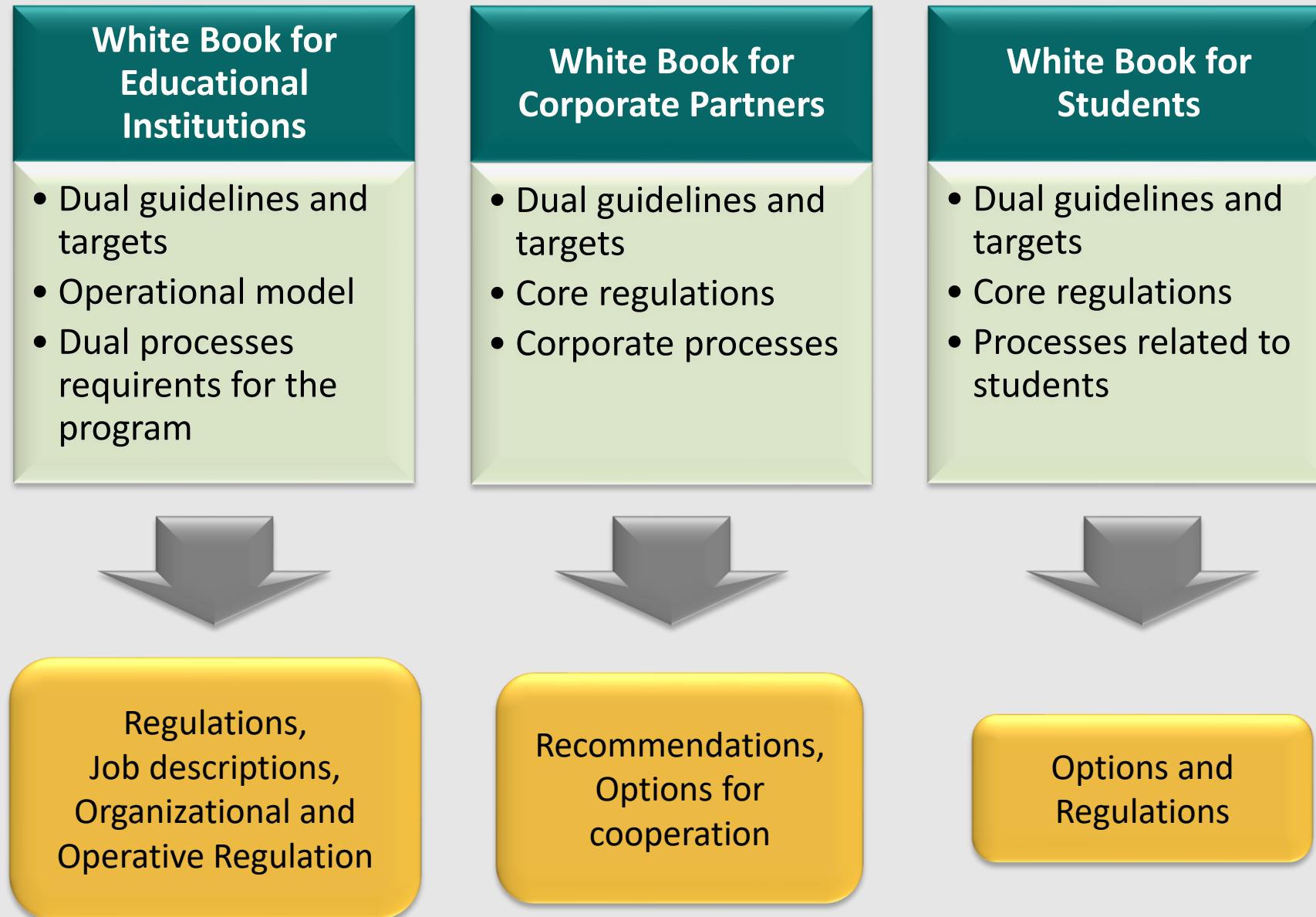


# *Guidelines of the Dual Studies Program*





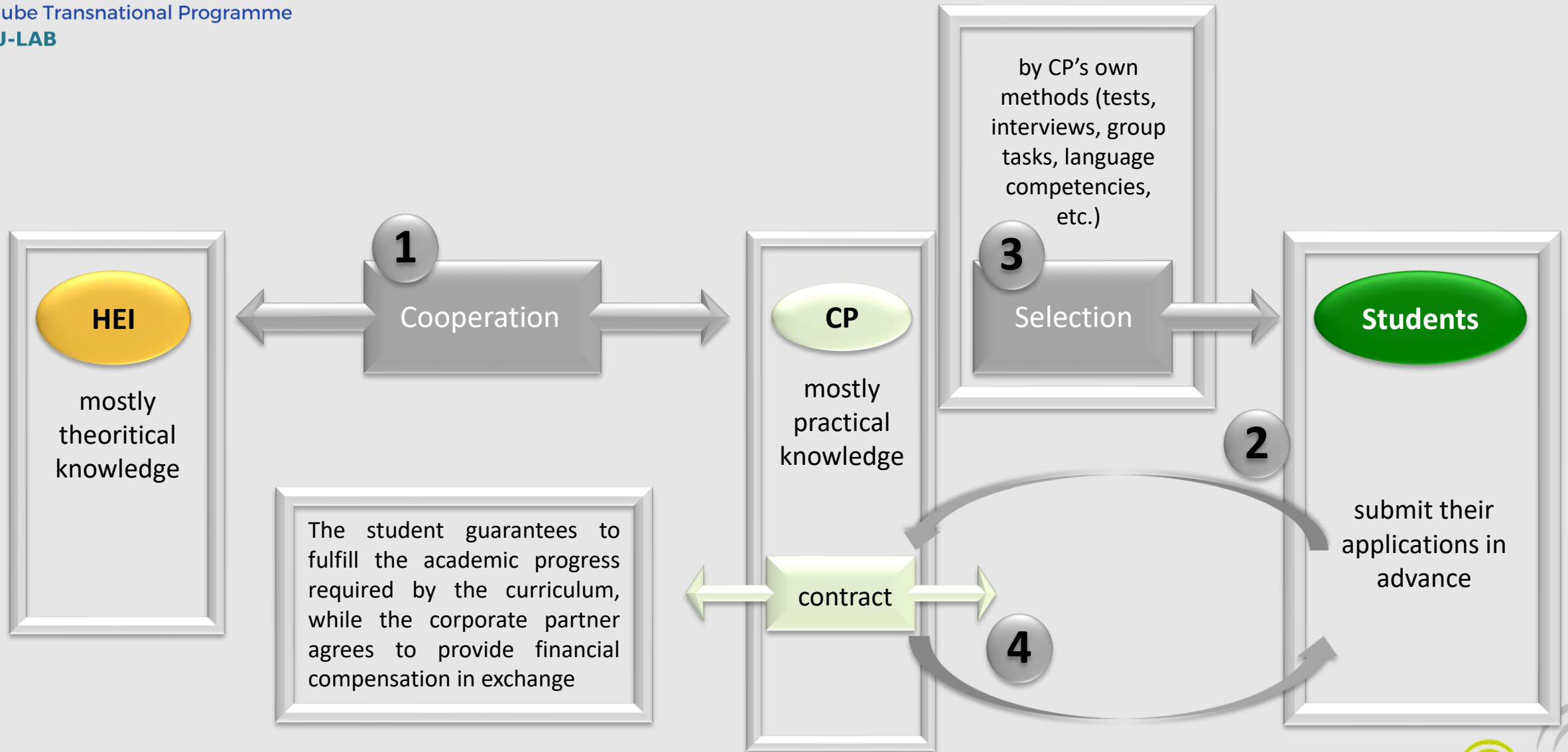
# ***Three White Books and Contents***





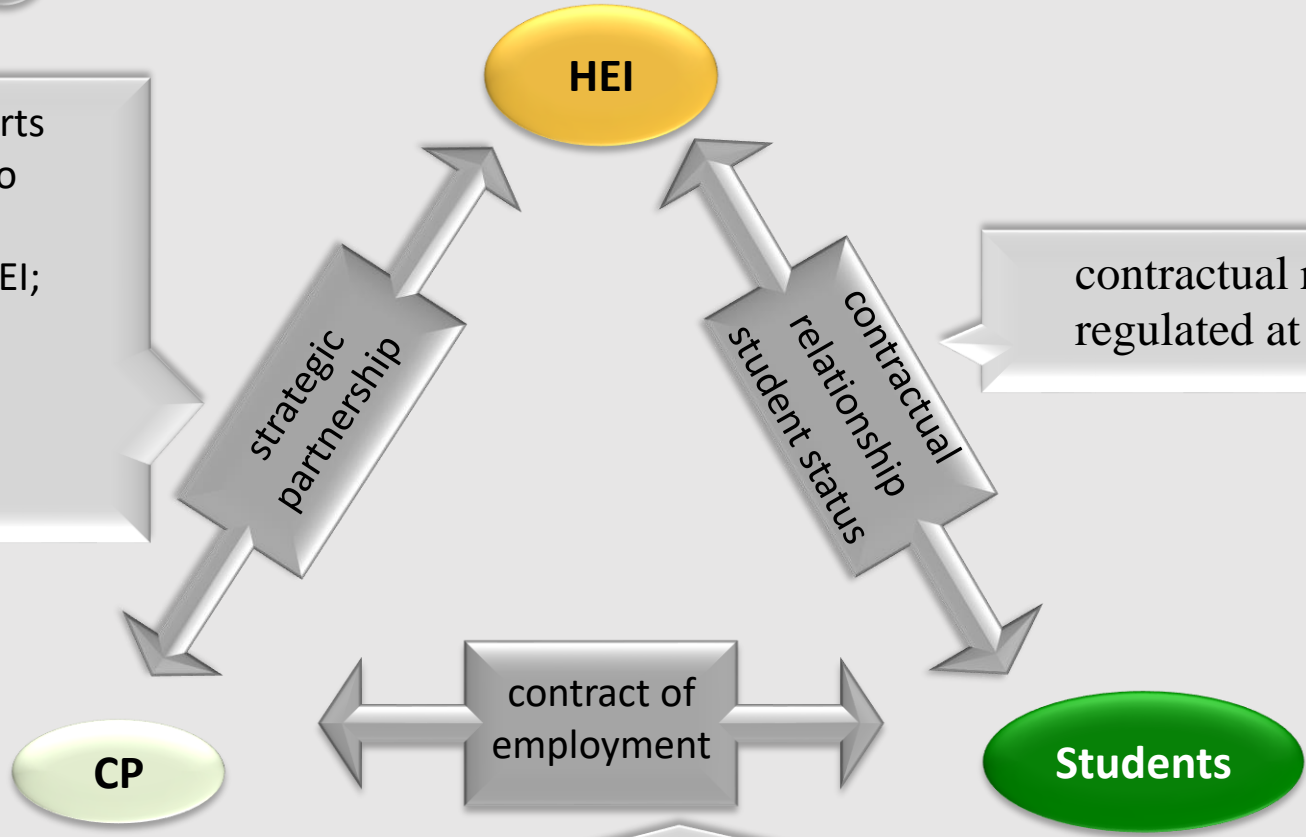
# *Guidelines of the Kecskemét Model*





**5** All participants are bound by contractual relationship

- the HEI outsources certain parts of the accreditation process to the corporate partner;
- CPs are “accredited” by the HEI;
- the HEI makes the course material available to them;
- the CP provides continuous feedback to the HEI



contractual relationship regulated at state-level

- from the 1. or 2.\* semester
- entails no obligations on behalf of the parties after the program is completed
- the student gets salary
- the student guarantees to fulfill the academic progress required by the curriculum

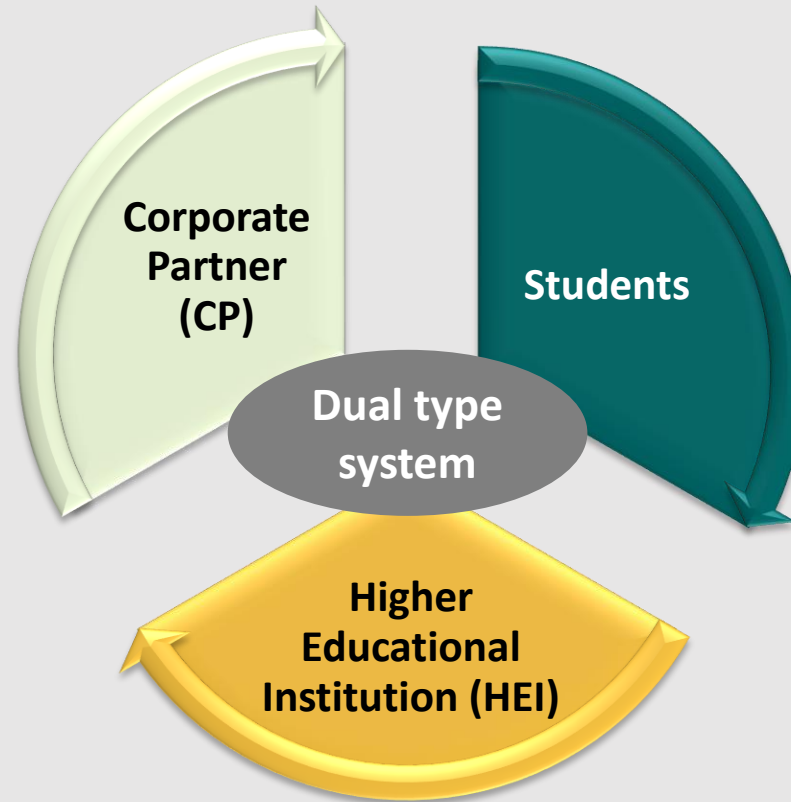
\*Revised principles from november 2017 by Council for Dual Studies;  
[https://www.oktatas.hu/felsooktatas/dualis\\_kepzes/a\\_dualis\\_kepzesrol](https://www.oktatas.hu/felsooktatas/dualis_kepzes/a_dualis_kepzesrol)  
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- 6** The time spent at the HEI is nearly equal to the time spent at the CP (during the entire course of studies).
- 7** Enrollment marketing: the HEI coordinates the recruitment process jointly with the corporate partner:
  - the HEI and the corporate partner liaise with each other
  - the program is supported by the organizational units for dual studies, both at institutional and corporate level
- 8** Corporations can only enter the dual partnership if they declare an objective for educational cooperation, if they actively want to join the dual studies process, and if they are found eligible during pre-selection.



# ***Participants of the dual studies program, and their motivation***

- long-term investment into education, in order to secure critical workforce
- supply of selected, loyal specialists
- participation in customized trainings (providing the missing know-how)



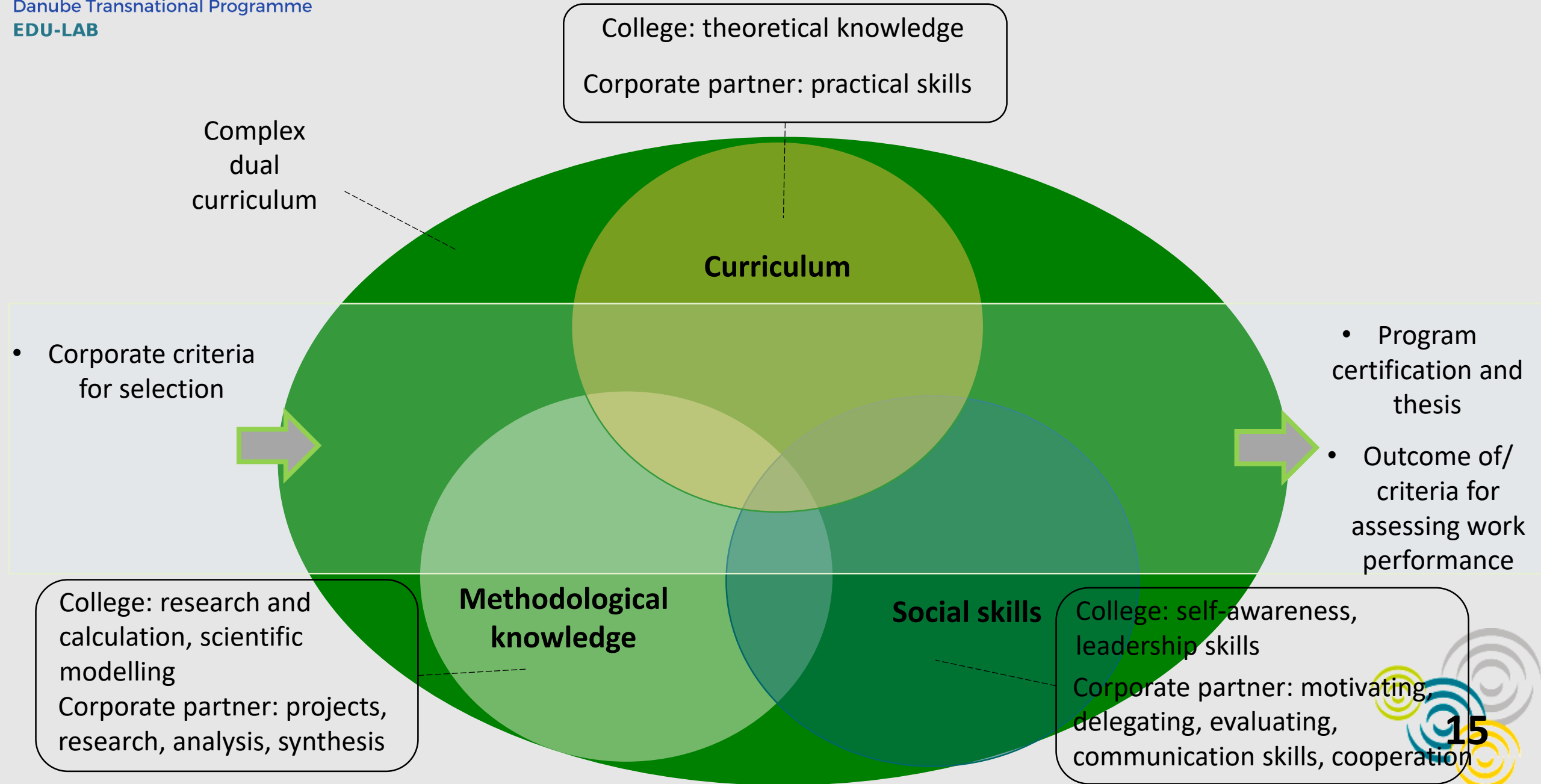
- study and job opportunity at a selected company
- 48 weeks of active learning/year (during the BSc)
- regular monthly income, monthly corporate training

- strong, long-term partnership with the corporate partner (including research-development)
- relying on real workforce demands
- motivated students
- higher output quality
- higher educational performance

# *Guidelines of the program's structure*



## Guidelines for Sharing Knowledge



College: theoretical knowledge  
Corporate partner: practical skills

Complex dual curriculum

Corporate criteria for selection

- Program certification and thesis
- Outcome of/ criteria for assessing work performance

College: research and calculation, scientific modelling  
Corporate partner: projects, research, analysis, synthesis

College: self-awareness, leadership skills  
Corporate partner: motivating, delegating, evaluating, communication skills, cooperation

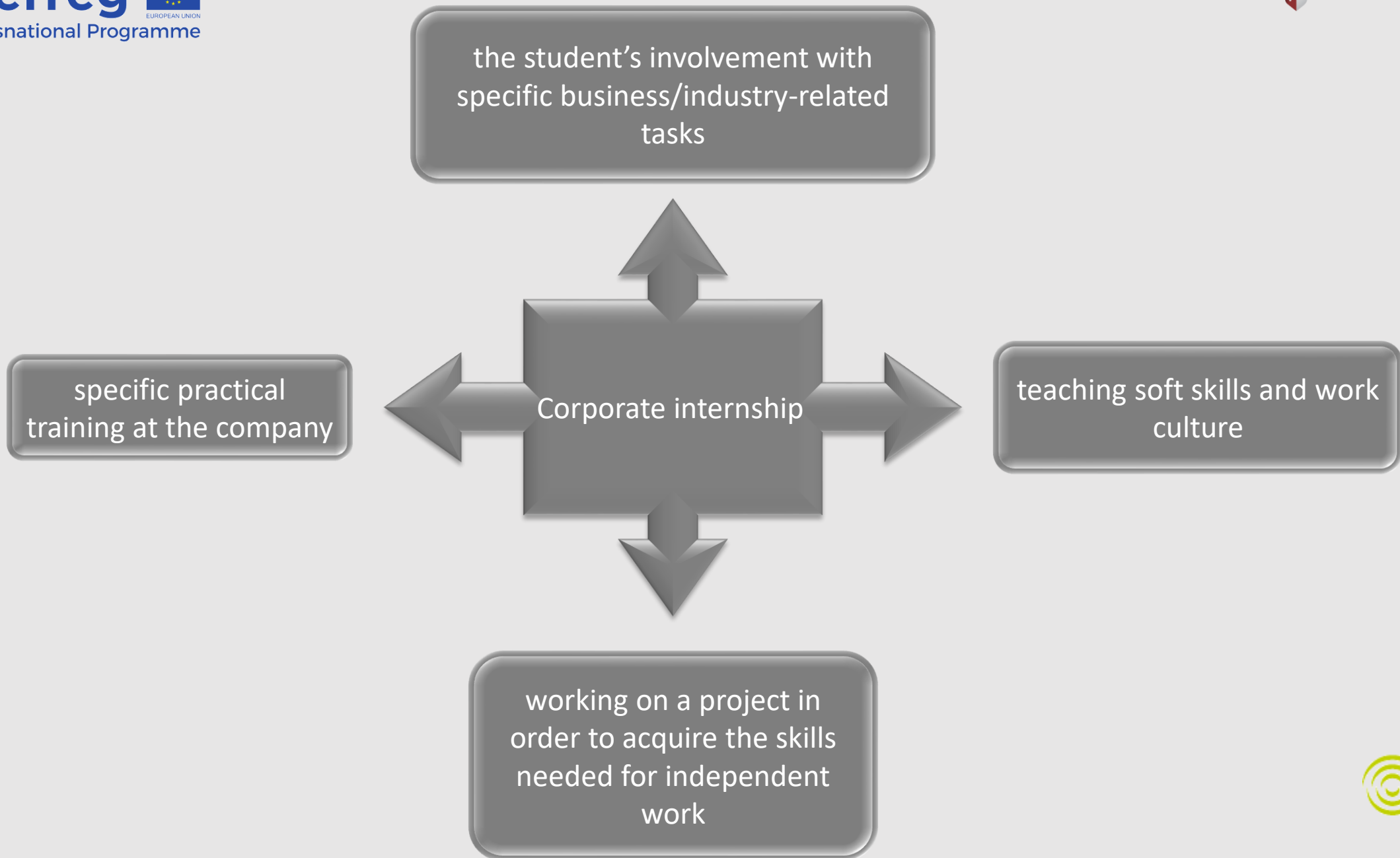


## *Guidelines for sharing knowledge based on the Kecskemét model*

1. Dual studies program aims to provide trainings for institutional and corporate instructors. Institutional instructors receive courses about the theoretical knowledge involving the equipment, machines, processes, technologies, and methodologies that occur in a corporate-industrial environment, while corporate trainers should learn about educational methodology and student management.

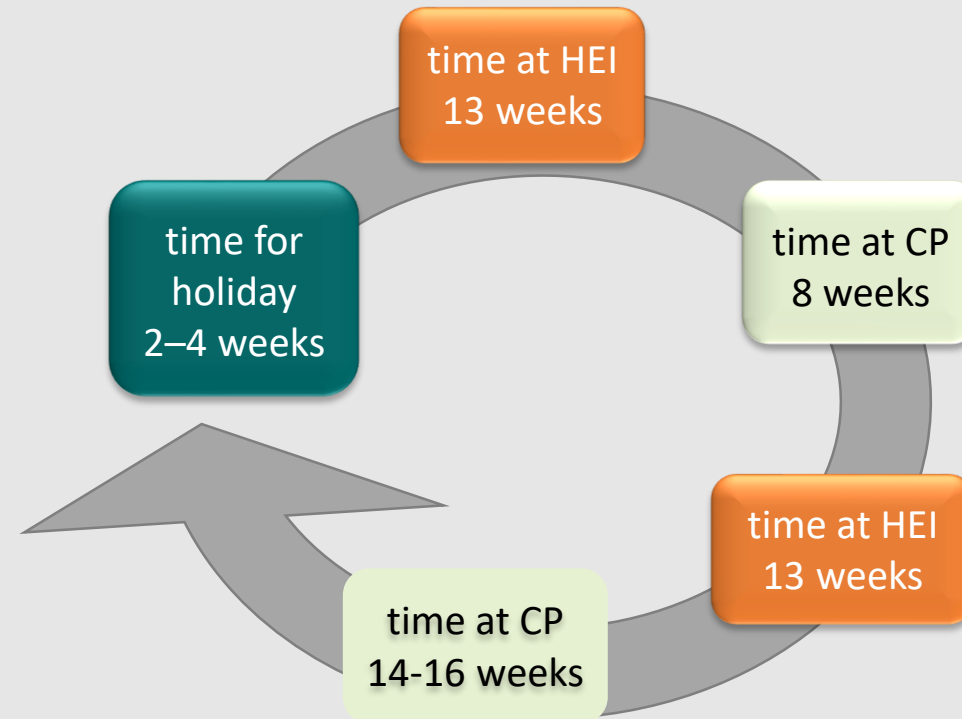
2. The duration and content of the institutional and corporate phases should be harmonized during the entire course of studies. The relationship between corporate internship and academic studies should be dependent on the corporate partner's applied technology and the labor market demands.

3. The methodological framework for compiling the dual studies coursework describes the partnership between the HEI and the CP. It defines the methodology for laying the groundwork, which serves the objective of establishing the BSc's theoretical and practical requirements. "Traditional," full-time students and students of the dual program receive the same academic course material. The material for dual training is based on dual studies standards, and is compiled jointly with the corporate partner, in order to meet both college-level and corporate requirements.



***Dividing the academic and the corporate phases***

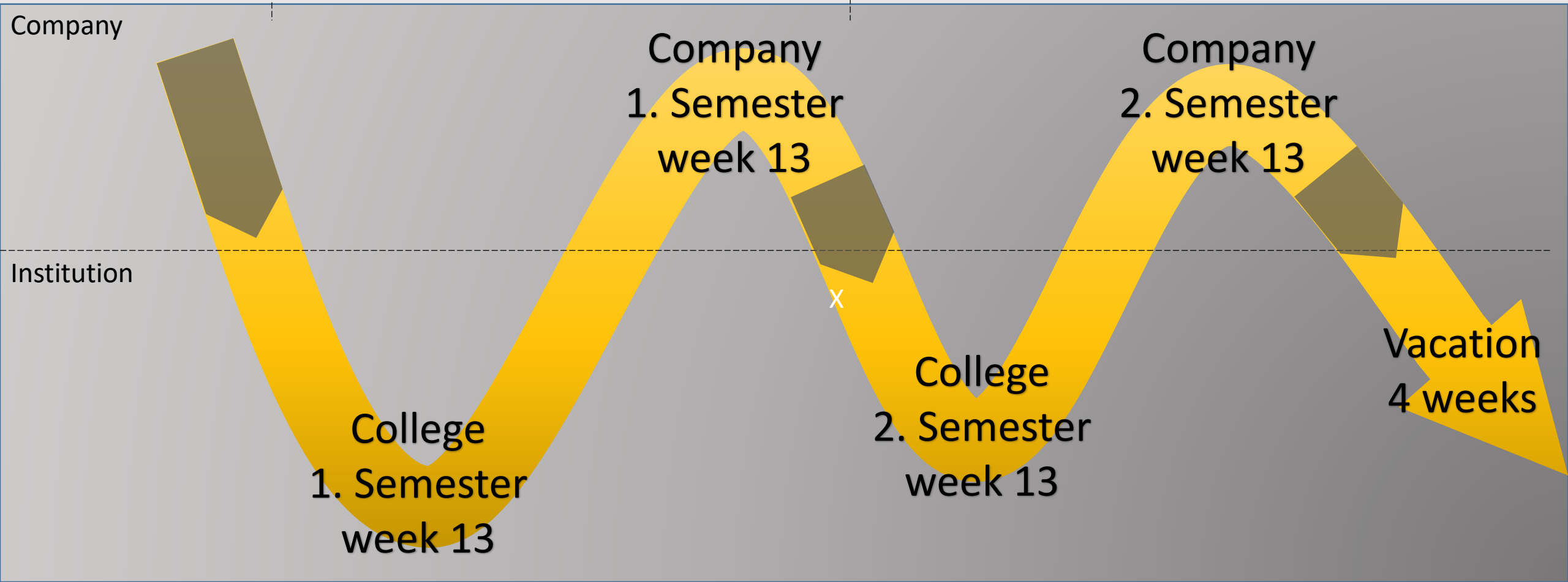
# Dual Process at Hungary



# First year of the dual program

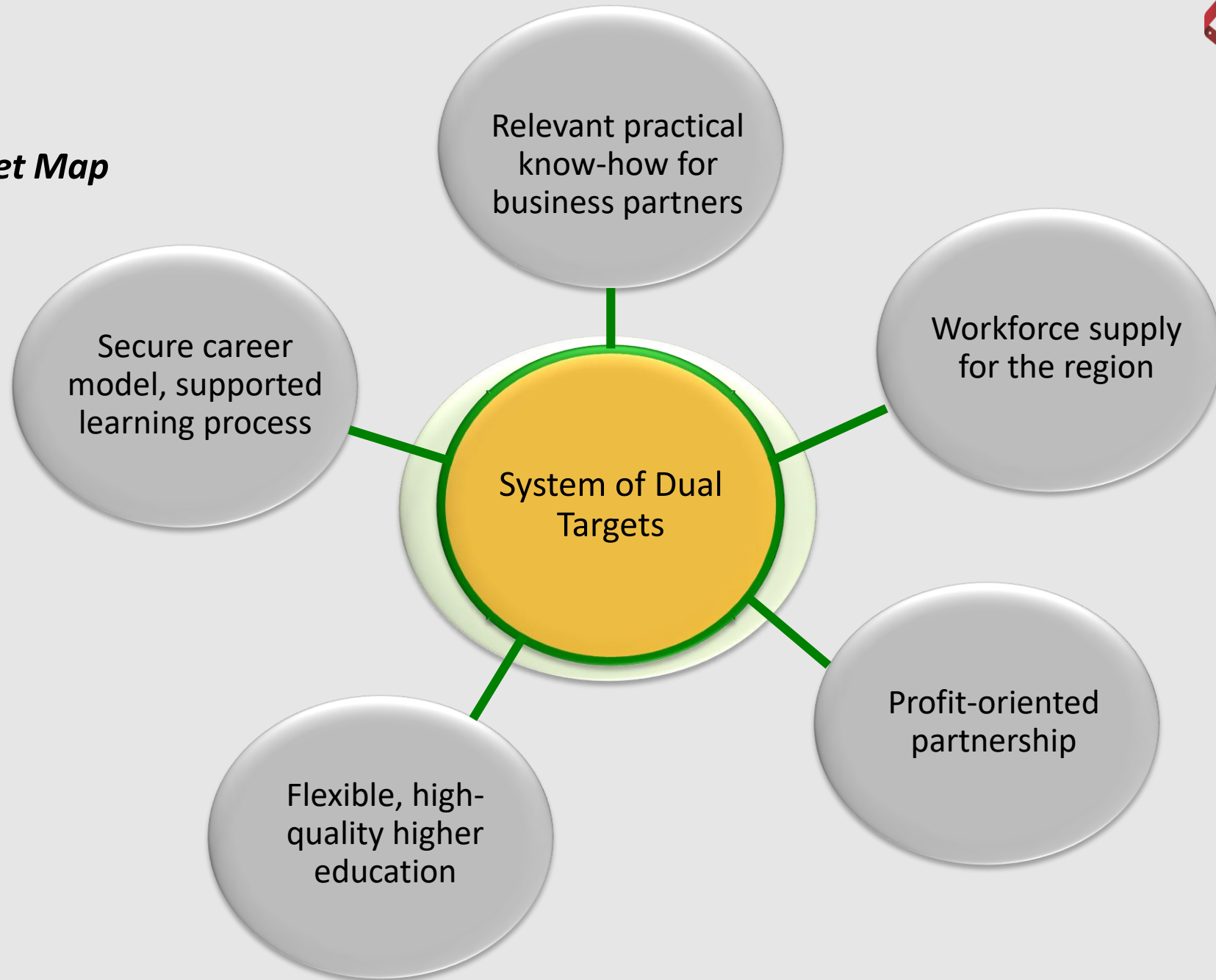
Corporate selection process enrollment and the beginning of the academic program

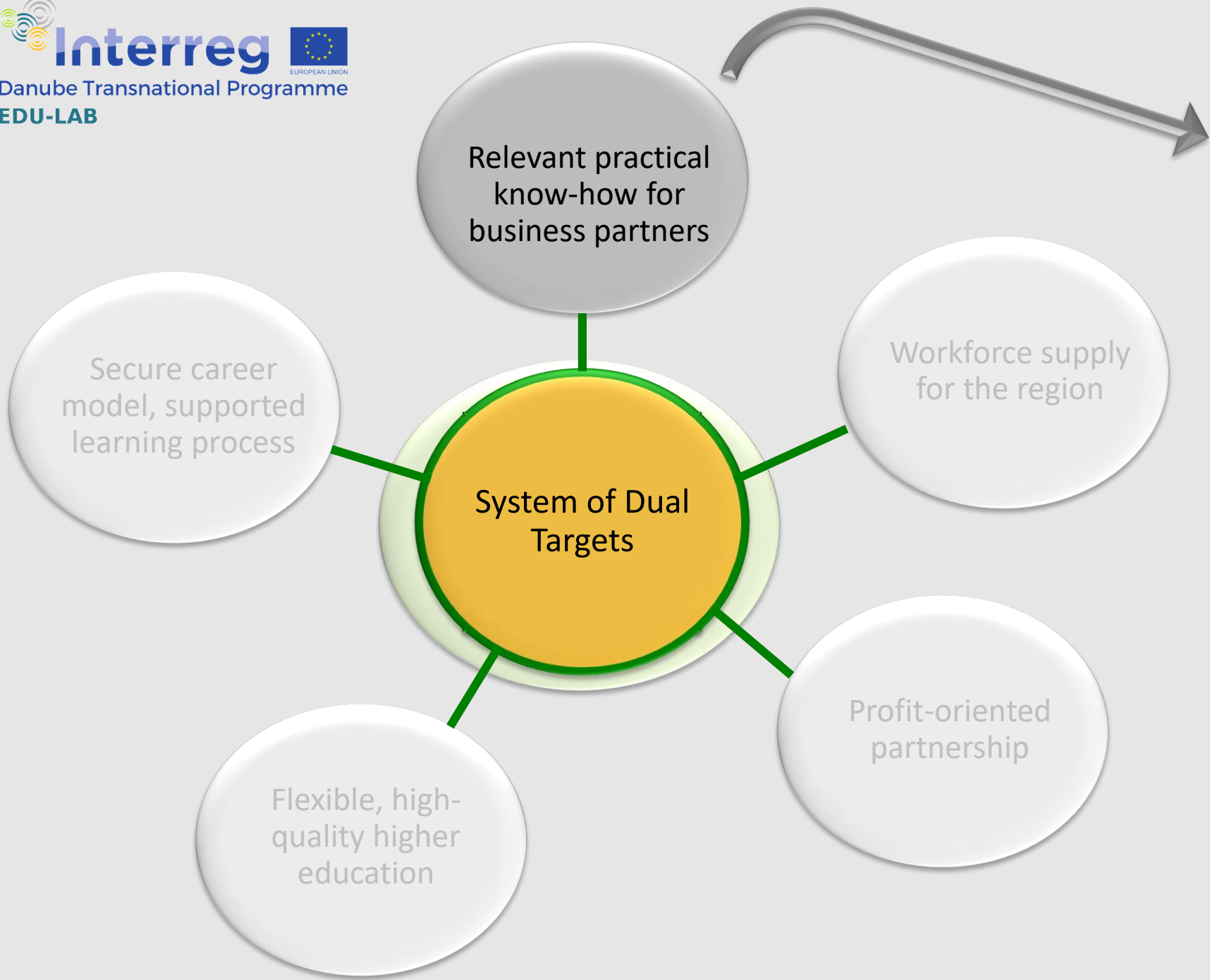
The corporate phase contains the exam period



# *Targets and Measurements for the Dual System*

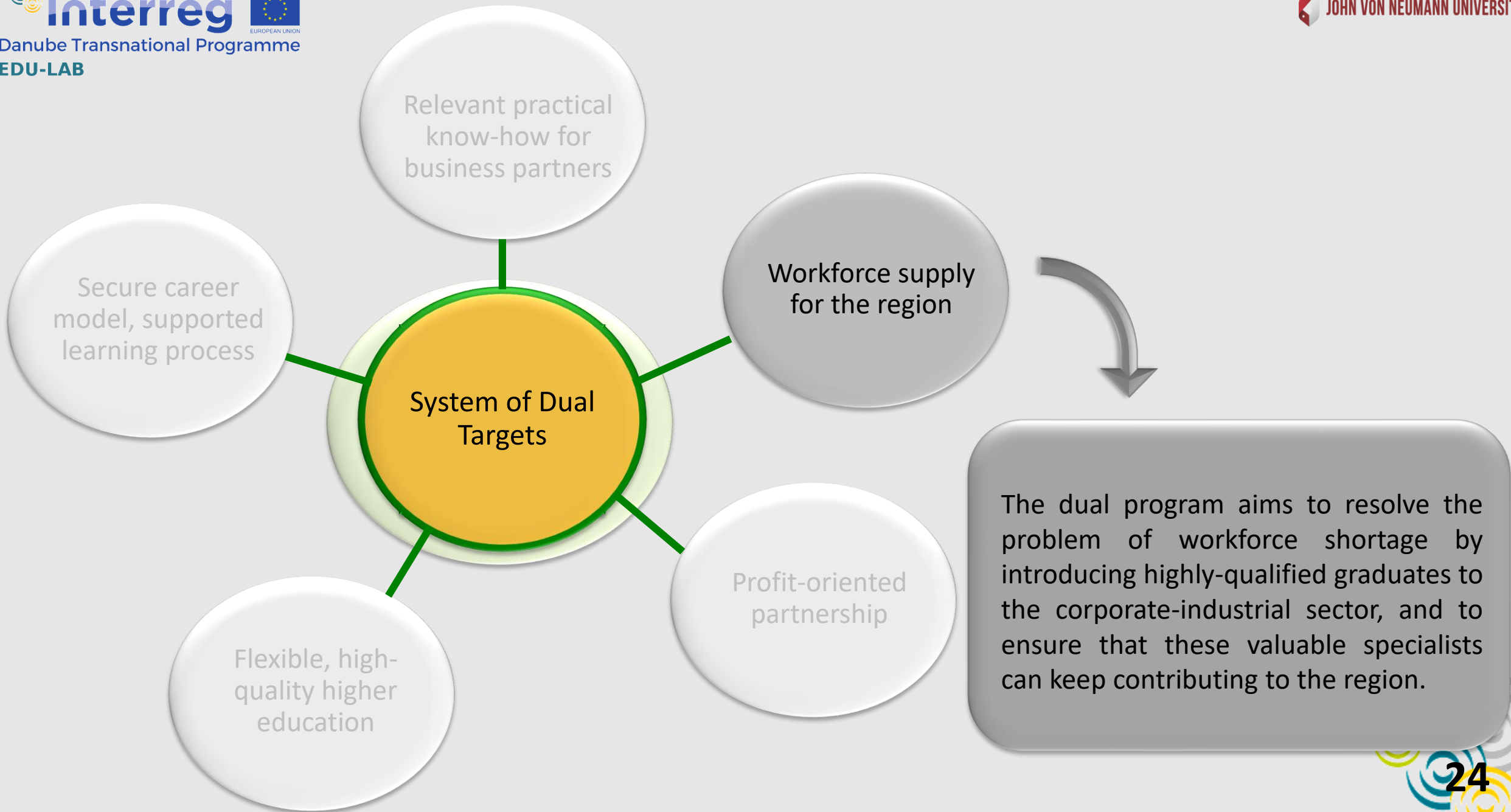
## *Strategic Target Map*

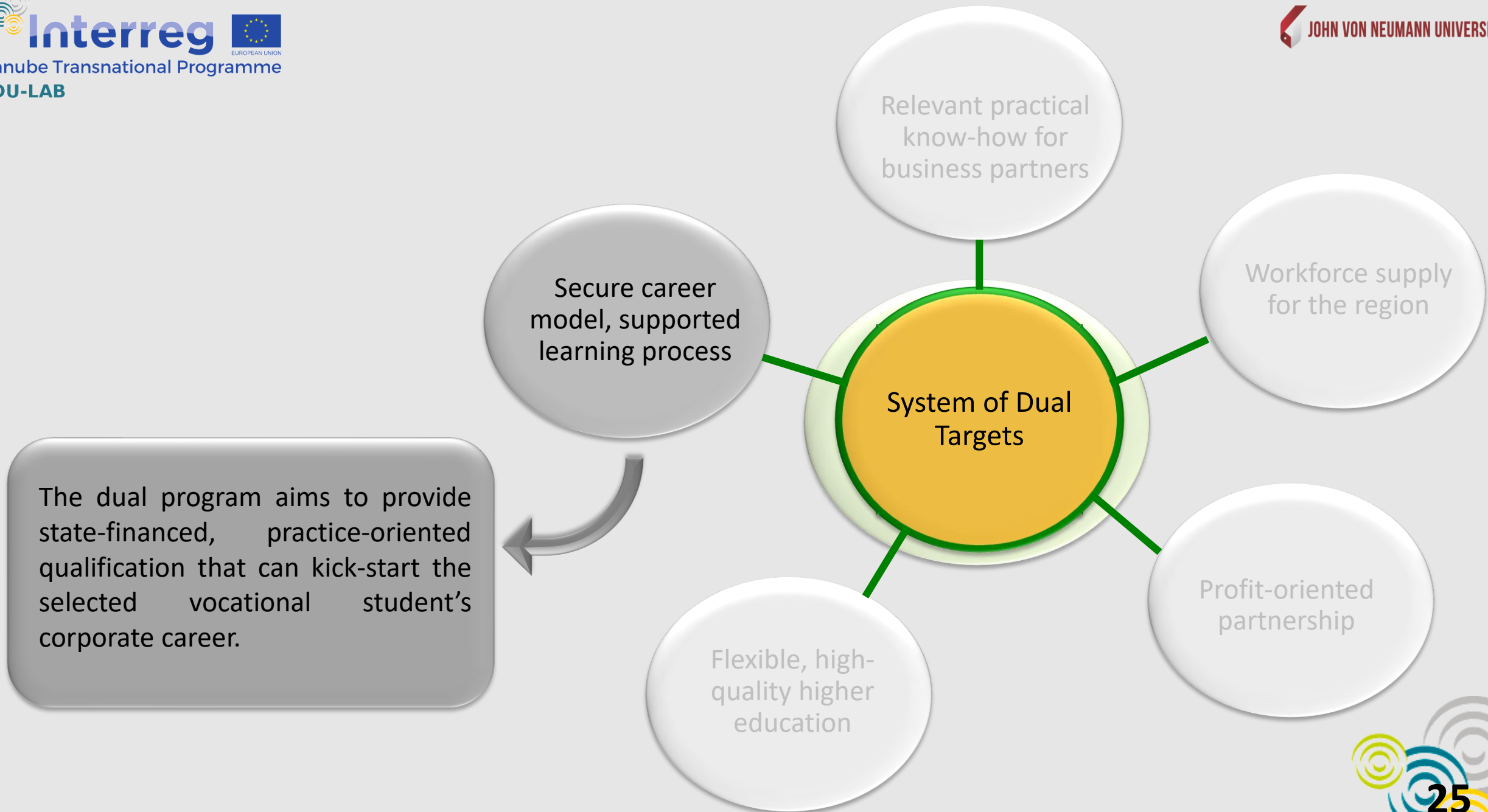


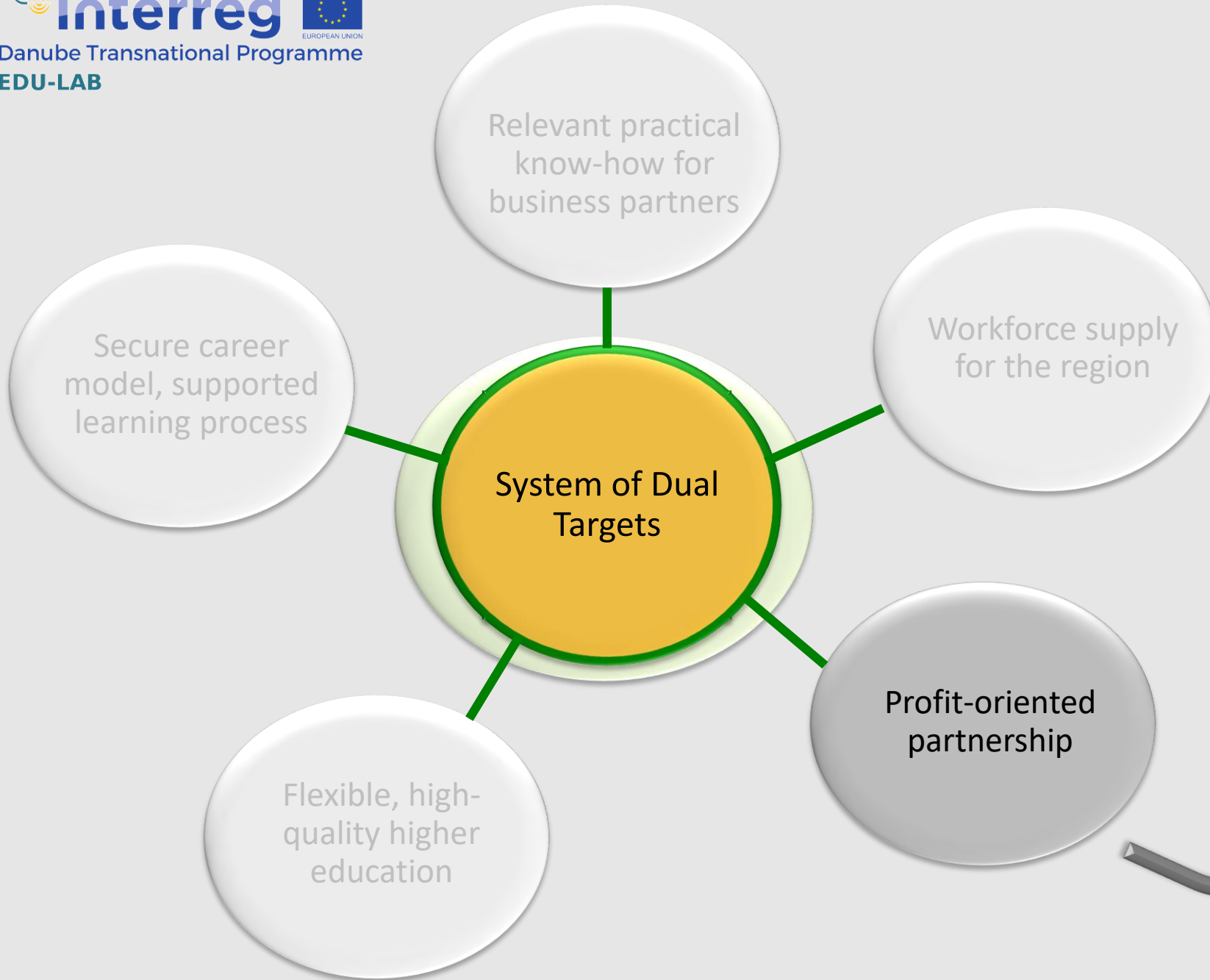


The dual program aims to provide theoretical and practical knowledge that students can utilize immediately after graduation.

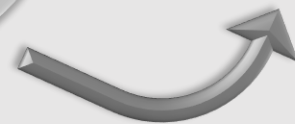




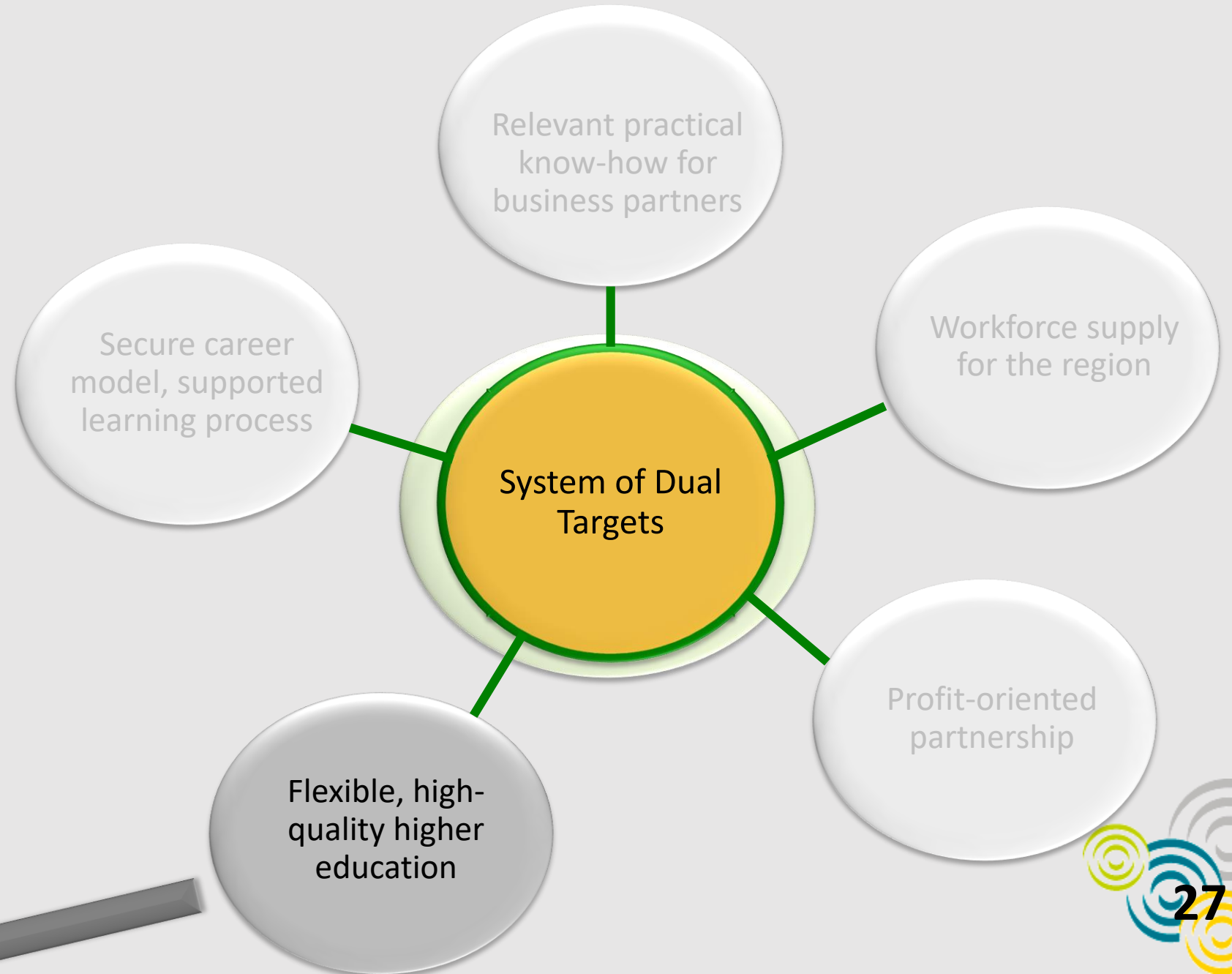




The dual partnership aims to lead to profitable business activities, such as the joint execution of research-development, or shared activities relying on the joint use of resources.



In the long run, the program aims to harmonize labor market demands with the supply for higher education options. This way medium-term labor market demands can also be fulfilled. With the cooperation of HEIs, CPs are able to fine-tune the content of the program (within the accredited program requirements) to current market requirements.



## *Acquired skills during the practical experience*

professional skills that do not belong to the academic curriculum

specific knowledge that can be solely obtained during the corporate internship

ability to work independently

ability to work in group

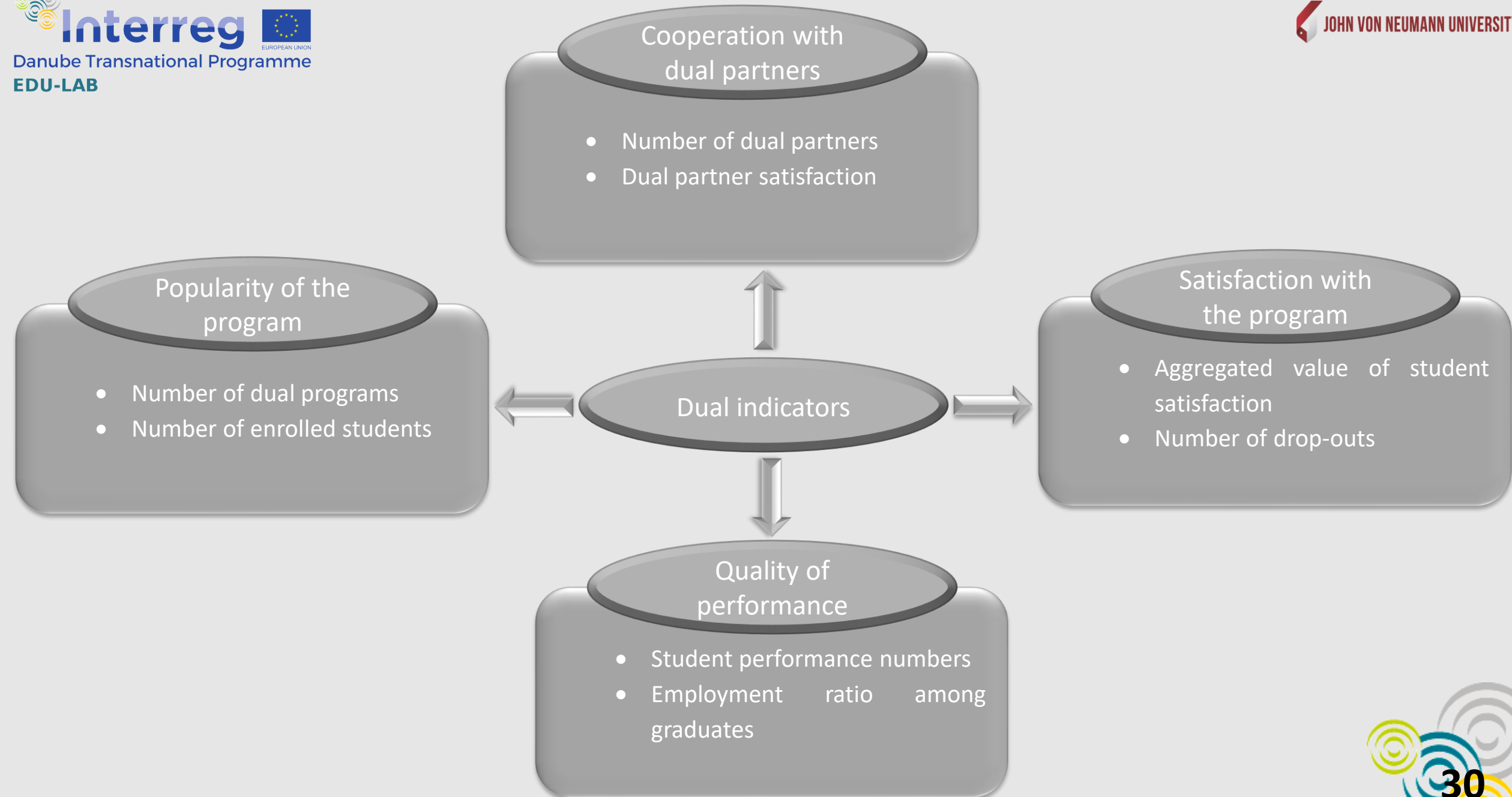
advanced, efficient, and result-oriented working style

experience with corporate culture





# *Dual Performance Indicators*



### Popularity of the program

Number of dual programs



Number of dual students



### Cooperation with dual partners

Number of dual partners



Dual partner satisfaction (%)



### Satisfaction with the program

Aggregated value of student satisfaction



Number of dropouts



### Quality of performance

Student performance numbers



Employment ratio among graduates





***Additional dual indicators applicable to the program***

**HEI**

Core objectives	Main targets	Indicators
<b>Institutional benefits</b>	Growing number of college graduates who meet regional workforce demands	number of college-graduates employed in the region
	Strengthening the network of corporate partners	number of partnership agreements
	Improving regional workforce supply	number of dual graduates

CP

Core objectives	Main targets	Indicators
Corporate benefits	Growing number of graduates who meet corporate demands	ratio of dual graduates employed in the region
	Growing number of employees who are familiar with corporate culture	ratio of in-house trained newcomers to other newcomers at the company
	In-house trained employee	ratio of dual graduates at the company to all employees with a higher-level diploma
	Cost-efficient employment	savings during the duration of the program

**Students**

Core objectives	Main targets	Indicators
Student benefits	Secure career options	number of dual graduates who gain employment 6 months after graduation
	Secure career model	duration of unemployment for dual graduates
	Improving labor market presence	unemployment ratio of dual graduates
	Financial independence during the program	medium income

# *Risks of the dual type training*

## Students

- Focuses on one specialized field
  - It is adapted to only one company's needs
  - Overburdened (not well-balanced curriculum)
  - Lack of adapting new system
- Not sufficiently developed teaching materials
  - Coordination and communication between the companies and the University
  - Lack of cooperation
  - Problems in time schedule

## Corporate Partner

- Focuses on one specialized field
- It is adapted to only one company's needs
- The difficulties with the students' schedule
- Economic risk if the student will not take a job with the company after graduation

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## Questions for e-learning course nr.1

1. What is the definition of dual studies in Hungary?
2. What is the dual study program?
3. What requirements does the Council for Dual Studies introduce?
4. What are the three White Books and their contents?
5. What are the guidelines of the Kecskemét Model?
6. Who are the participants of the dual studies program, and what is their motivation?
7. What are the guidelines of the program's structure?
8. What are the guidelines for sharing knowledge based on the Kecskemét model?
9. What are the four elements of the corporate internship?
10. What is the dual process in Hungary?
11. What kind of targets and measurements do exist for the Dual System?
12. What skills do the students acquire during the dual program?
13. What indicators can be used in the dual program?
14. What kind of additional dual indicators can be used in the dual program?
15. What are the risks of the dual training?