



# Models of dual education at WSB University

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# Dual Education

## WSB University



**COOPERA**  
DUAL HIGHER EDUCATION IN MOLDOVA AND UKRAINE



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## Main reasons

Labour market demand/changes



Skill gap



Growing competition





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## Basic conditions

Legal frame



Engagement of employers



Qualified staff



# Practical education as an element of the University strategy (1)

- **Strategic Plan Goals and key objectives s a starting point**
- **The mission of the University**
  - WSB University graduates are able to react dynamically to changes taking place in the environment
- **Expert Council of WSB University:**
  - integration of university activities with the practice of economic life
  - tailored education programs
  - trends and needs of the labor market, prediction of competence needs
- **Presence of the University in the most important economic organizations of the region:**
  - Regional Chamber of Commerce in Katowice, Metropolis, Pro-Silesia, Lewiatan, Office of the Marshal

# Practical education as an element of the University strategy (2)

- **Career's Office**
- **Integrated participation of entrepreneurs in the education process**
  - practical training in real conditions
  - dual studies
  - employment during studies
  - meetings with business practitioners
  - study visits (Alcerol Mittal, Raben Logistics Polska, IBM, Netology, Simple et al.)
  - professional and diploma apprenticeship, internships (3 months)
- **Graduates in the labor market**
  - knowledge and skills of WSB University graduates meets the needs of the region market: graduates find employment in less than a month

[mean 0.92 months, on the basis of the National System of Monitoring Economic Fate of the HEI's, <http://ela.nauka.gov.pl/> 2015]



# Quality assurance system (2)

## Quality of education – system approach

### **PARTICIPATION OF KEY STAKEHOLDERS IN DESIGN PROCESSES, IMPLEMENTATION AND IMPROVEMENT OF EDUCATION QUALITY**

#### **Employers:**

- Council of Experts - opinions on trends in the labor market, requirements for graduates,
- giving opinions on study curricula, giving opinions on specializations,
- participation in conducting specialization classes,
- study visits,
- "Meetings with practitioners",
- surveys among employers;

#### **Students:**

- quantitative research: assessment of the quality of education (lectures, classes, seminars, blended-learning)
- qualitative research: students with disabilities, foreign students
- surveys among Erasmus exchange students
- quantitative research: evaluation of specialization education
- examination of the professional career of graduates

# LEGAL FRAMEWORK FOR I and II -CYCLE PROGRAMMES (1)

1) In order to complete a degree programme and obtain a diploma, students should: **achieve learning outcomes**, as defined in a given curriculum, which are allocated at least:

- 180 ECTS credits: for first-cycle programmes;
- 90 ECTS credits: for second-cycle programmes;
- 300 ECTS credits: for long-cycle programmes of 9 or 10 semesters;

2) **A curriculum for a programme specifies:**

- the number of semesters;
- the number of ECTS credits required for completion of the programme;
- the number of hours for classes, including internships;
- science or art disciplines to which a given field of study is assigned.

HEIs are free to develop curricula and study / degree plans within their autonomy, but they are required to fulfil certain general requirements set out in the national legislation.

3) With respect to the mode of study, degree programmes are offered by HEIs as:

**full-time programmes:** programmes where **at least half of the ECTS credits covered by a curriculum are earned as part of classes / activities directly involving academic teachers or other staff conducting classes / activities and students;**

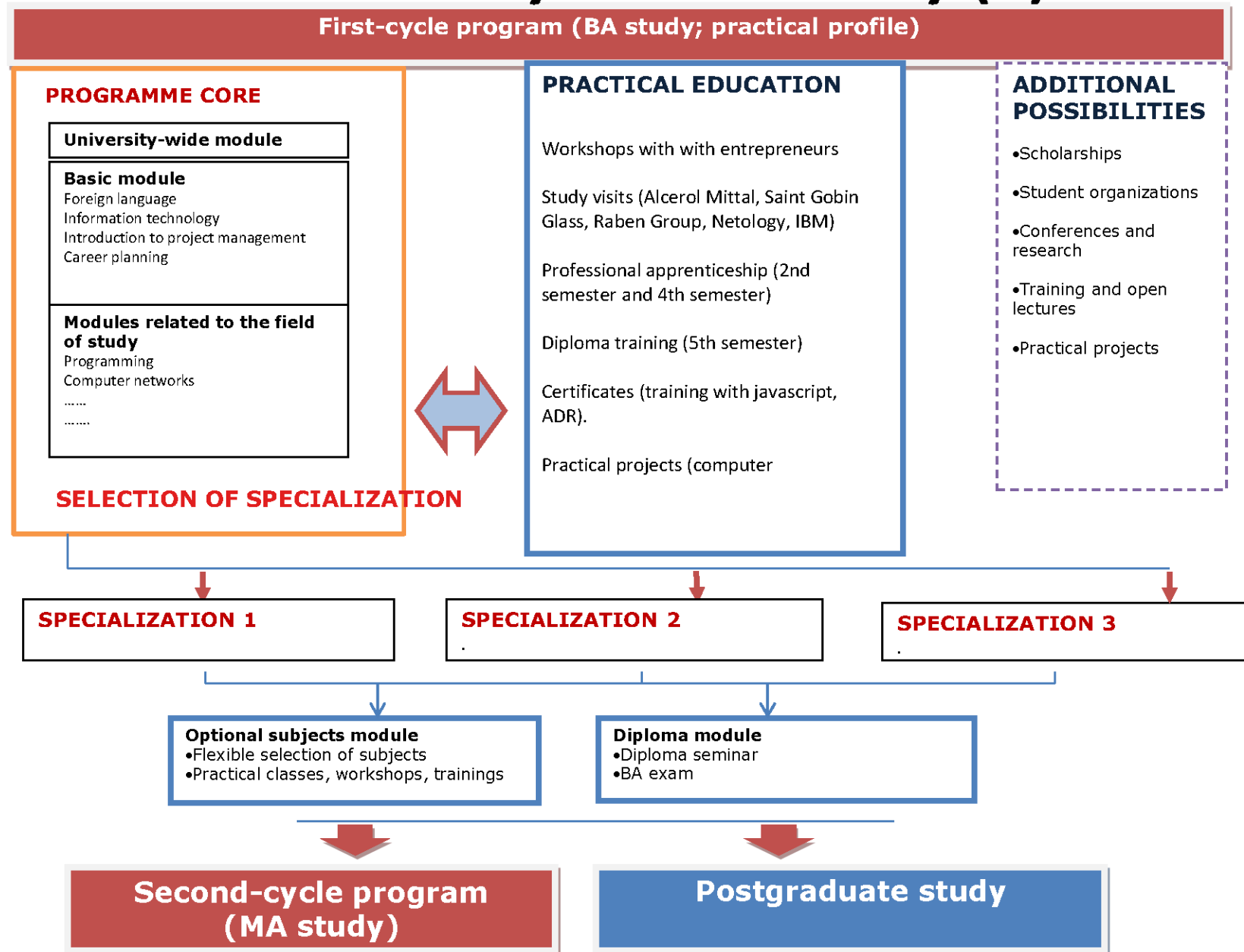


# LEGAL FRAMEWORK FOR I and II -CYCLE PROGRAMMES (3)

## 6) Detailed criteria for programme assessment

1. Structure of the study programme: concept of education, learning objectives and outcomes
2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process
3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas
4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training
5. Education infrastructure and resources used in the implementation of the study programme and their improvement
6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme
7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme
8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support
9. Public access to information about the study programme, conditions for its implementation and achieved results
10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme

# Modular system of study (1)



# PRACTICAL EDUCATION

Practical profiles

Consultation of education curricula with employers

Teachers with practical experience

Didactic methods - case study, workshops, practical projects, team projects

Workshops with entrepreneurs

Certificates and confirmation of competencies

3 dni studiujesz  
2 dni pracujesz

 WSPARCIE NA STARCIE

GROW  
START UP  
inspiring & connecting

TWÓJ  
START UP

 CeBIT

  
Międzynarodowe  
Targi Poznańskie

  
business  
link

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# Cooperation with Business



# Dual studies: 1st model

- „3 days of study, 2 days of work“:
  - Classes from Wednesday to Friday,
  - Stages of practical preparation:
    - 1) **Meetings with a recruiter** (representative of an agency, recruitment, personal consulting or job placement) – presentation of the work specific character in different industries;
    - 2) **training that enables gaining interpersonal competences and at the same time activates students on the labor market** (career planning, active job search methods, modern recruitment methods, interpersonal communication and in a team, self-presentation);
    - 3) **vocational training** (business ethics, business and academic correspondence, computer software support);
    - 4) **meetings with experts,**
    - 5) **study visits,**
    - 6) **career coaching**
    - 7) **apprenticeships**

# Dual studies: 2nd model

- **Courses and specializations are conducted in cooperation with the representatives of enterprises from a given sector (IT, Logistics, Transport):**
  - study curriculum designed by employers
  - workshops with entrepreneurs,
  - Tbl, PbL, LbD methods, case study,
  - thesis as a practical project commissioned to the student by the company,
  - the enterprise is the student's workplace.



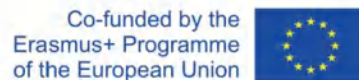
# Dual studies: 2nd model

## Philology and Economics

As part of studies:

- a. **paid internships**
- b. **competence development program:**
  - **certified language courses:** Business English, Finance English, IT English, language of presentation and public speaking, TOEIC certificate, second language course;
  - **workshops of communication and analytical skills:** interpersonal communication, intercultural communication, team cooperation, time management, Problem Solving, Design Thinking;
  - **vocational training:** project management, customer service in Help Desk, reporting and analysis of data in a call center, corporate finance, Excel for advanced users, introduction to databases, analyzing and solving problems of IT system users;
- c. **study visits** with employers from the BPO / SCC / IT sector,
- d. **meetings with practitioners and design classes.**

**The project is implemented in cooperation with Global Business Services Center (GBS)  
General Motors Manufacturing Poland**



# Dual studies: 3rd model

- Dual studies:
  - specialization is conducted in cooperation with IT or logistics company,
  - every semester of study includes lectures (taking place at university), classes and workshops (taking place in the company),
  - after the first, second and third year of study, the student takes a three-month internship in the company,
  - the internship program is suited to the content in the course in a given academic year.

# Dual studies: Logistics in business

➤ **Partner of studies:** Raben Logistics Polska Sp. z o.o.

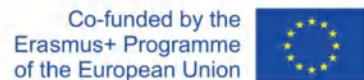
Raben Group has been present on the European market for over 85 years, offering comprehensive logistics services

➤ **Details of study:**

Trade and distribution logistics module - 46% of the courses of study are conducted by the company and during the internship

Transport module - 50% of study courses are conducted by the company and during the internship

Warehouse management module - 78% of courses are conducted by the company and during the internship



# Dual studies: IT, Mobile applications with elements of computer graphics

## ➤ Partner of studies:

- SmartIn, a leader in creating decision support systems in the area of Smart City (using technologies to increase the efficiency of urban infrastructure) and the Internet of Things.

## • Topics of internships:

- construction of prototypes,
- administration of operating systems,
- methods of artificial intelligence.

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V.N. KARAZIN KHARKIV  
NATIONAL UNIVERSITY



# Integrating Dual Higher Education in Moldova and Ukraine

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