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Description and Concept of Specific DHEMs of HEIs

Specific DHEM developed at UNS (FES)

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ABBREVIATIONS

UNS:	University of Novi Sad,
FES:	Faculty of Economics in Subotica
ECTS:	European Credits Transfer System
DHEM:	Dual Higher Education Model
HEI:	Higher Education Institution

Objectives

The “Description and Concept of the Specific DHEMs of HEIs” is a deliverable within WP 4 entitled “Pilot testing of the flexible and generic DHEM” of the DualEdu project.

This document describes the concept of specific DHEM developed by UNS and represents a basis for presentation of specific DHEM to companies.

1. Introduction

University of Novi Sad, Faculty of Economics in Subotica (here in after referred to as: UNS and FES, respectively) provides students with four-year undergraduate studies (240 ECTS), as well as one-year master studies (60 ECTS) for further education.

Students can choose from the Faculty of Economics in Subotica one of eight undergraduate study programs: Agricultural Economics and Agribusiness; European and International Economy and Business; Marketing; Management; Finance, banking and insurance; Administration and revision; Commerce, and Business Informatics. In master studies students can choose the same programs.

The studies are divided into two semesters in each academic year with equal workload in both semesters, in accordance with the Bologna process. By passing all exams in a given semester, students obtain a total of 30 ECTS.

Having analysed the educational practice in leading European countries, we have designed a unique Dual Higher Education Model to match the studies at UNS (EFS) with the real market demands. Pilot DHEM was established for study program Agricultural Economics and Agribusiness on master studies.

2. Implementation of the Dual Higher Education Model

Article 5 of the Law on Dual Higher Education Model (hereinafter referred to as: Law) defines that DHEM may be accredited as a separate study programme or as one of the modules within a study programme. It was thereby planned that students should go through practical forms of learning by being directly hired by an employer with whom FES has an Agreement on Business and Technical Cooperation. Learning through apprenticeship in study program Agricultural Economics and Agribusiness is realized in the professional practice (6 ECTS) in the last semester (210 hours) and master thesis (12 ECTS) in the last semester (420 hours).

In this way, over the course of their studies, students obtain 60 ECTS, 18 ECTS of which are obtained in the process of work-based learning. Master studies at FES are adapted to work-related obligations of students. In this way, students have the conditions of organize practical forms of work-based learning.

Namely, in the process of accreditation of the existing study program we envisaged the organization of professional practice as a part of study program Agricultural Economics and Agribusiness. On the basis of professional practice, student write their master thesis. Tables 1 shows the list of courses studied at master studies, the number of lectures and practical classes, as well as the corresponding number of ECTS for each of them.

Table 1. Course structure

Name of the course	Status (obligatory or compulsory)	Number of theoretical classes per week	Number of practical classes per week	Number of other classes	ECTS
Methodology of scientific research	O	3	0		6
Agricultural trade and policy	O	3	2		8
Economics of agricultural investments	O	2	3		8
Agribusiness strategy	O	3	2		8
Compulsory 1	C	2	2		6
Compulsory 2	C	2	2		6
Work-based learning	O			210	6
Master Thesis	O				12
List of compulsory courses:					
World food system	C	2	2		6
Economic development of agroindustrial system of Serbia	C	2	2		6
Multicriteria decision making	C	2	2		6
Risks and insurance	C	3	2		8

With the introduction of the DHEM, legislation allows for learning through apprenticeship to be realized in the scope of 450 hours of work (minimum) at the annual level. The recommended solution provides students with an opportunity to, during their master studies, learn by working at the employer's and being hired for a total of 630 hours.

The implementation of work-based learning at FES is regulated by the Rulebook on professional practice, where all stages of the implementation of professional practice are precisely defined. Also, the responsibilities of all the entities participating in the implementation of the practice are clearly defined, as shown in the following Table 2.

Table 2. Responsibilities of entities participating in the professional practice

Activity	Organization	Student	Leader of professional practice with the support of the Student service
Professional practice request	-	Fills	Keeps in its archive
Instructions for conducting professional practice	Keeps in its archive	Takes over from Student service	Issues and authenticates
Certificate of completed professional practice	Authenticates	Downloaded from the organization and attached to the Record of professional practice	-
Student evaluation	Electronically completed by mentor	-	Submits electronically and analyzes
Professional practice evaluation	-	Electronic completed by the student	Submits electronically and analyzed
Record of professional practice	-	Submitted to the Student service	Archived and analyzed
Diploma supplement	-	-	A practice of at least 40 working hours shall be recorded

The duration of the work-based learning is maximum of 8 working hours per day, so that the total student engagement is at least 210 hours and is valued by the number of ECTS credits foreseen by the study program (6 ECTS).

In the process of realization of the work-based learning, the Head of Professional Practice at the FES is actively involved, as well as a mentor in the organization where the professional internship is performed. Student service at the FES supports this whole process. The Head of Professional Practice organizes the referral of students to professional practice and he is responsible for mediating between students and the organizations to which the student is referred, as well as for concluding contracts between the FES and organizations, which regulate the conditions under which students are referred to professional practice. The mentor, who is in charge of monitoring the work of the student, is appointed by the Organization in which the professional practice is

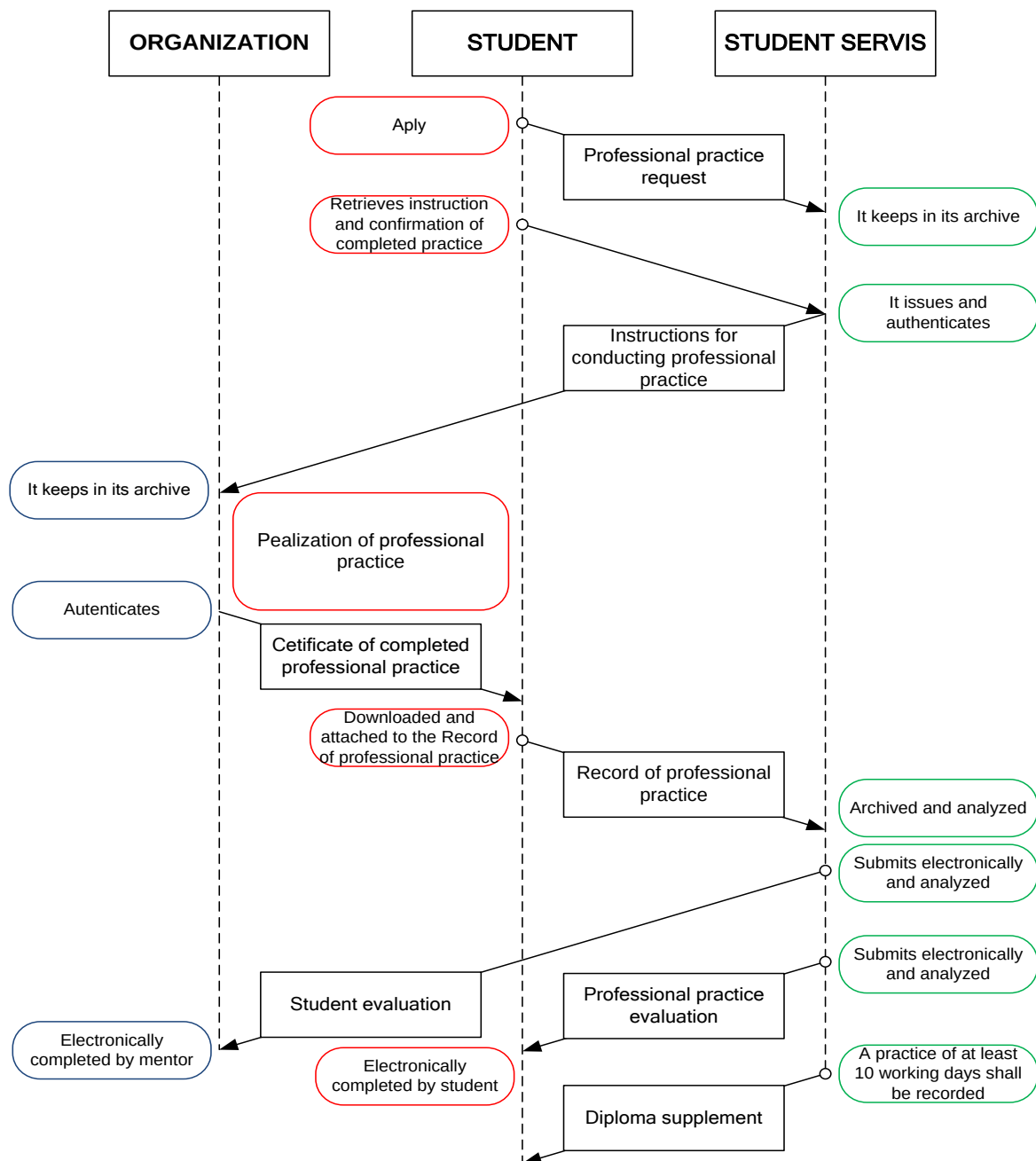
performed.

A student may propose an organization with which the FES does not have a previously signed cooperation agreement and be instructed to do so, provided that such an agreement is signed in the meantime. The student independently realizes the program of professional practice, which is maintained by the Record of professional practice in which he describes professional activities during practice.

Upon completion of the professional practice, the student submits to the Head of Professional Practice as well as a certificate thereof, which is signed by the mentor in which the professional internship was performed. The Record of professional practice is evaluated by its Head or course teacher. Data on professional practice completed shall be entered in the index together with a descriptive assessment: successful or not performed. The success of the professional practice completed is evaluated by the professional practitioner or course teacher, depending on the area covered by the professional practice, taking into account the evaluation of the mentor - a person employed by the institution where the student carries out his/her professional practice.

The process of realization of work-based learning with all participants and steps is transparently presented on the following Scheme 1.

Scheme 1. The process of realization of work-based learning



3. Realization of the Dual Higher Education Model at study program Agricultural Economics and Agribusiness in 2019/2020 school year

At 2019/2020 school year 20 students on study program Agricultural Economics and Agribusiness on Novi Sad and Subotica had participated on DHEM. The distribution of students on work-based learning is managed via interviews during which the wishes of students are matched with the corresponding employers. Study program, and the plan of realization of work-based learning, further determine more specific conditions for the distribution of students to various employers.

Potential employers were presented on “Agro seminar – food in focus” (Picture 1).

Picture 1. Presentations of potential companies for work-based learnings to students



During work-based learning students had joint educative excursion (Picture 2). The main aim of this event was to share experiences from work-based learning.

Picture 2. Educative excursion to winery



FES offers its support, promotes and monitors career development of its students, in compliance with the General Act of FES as well as the standards of career management and counselling set in the law regulating the national framework of qualifications.

FES supports career development of its students in DHEMs in the following manner: it monitors the level of motivation and satisfaction of both students and employers during work-based learning, it encourages and supports students to plan and set goals for career development, it helps students in the process of selecting their employers in cases when work-based learning is realized with several employers, so as to cater for their individual needs and work in their best interest. Interview with students had been

organized two times during work-based learning and this type of learning was evaluated on joint meeting at the end of the semester (Picture 3).

Picture 3. Evaluation of work-based learning



Protection of students' rights is realized in the accordance with the law on higher education, the law regulating work safety and the law prohibiting work-related harassment, the law on social security benefits, the law on the protection of intellectual property and the law on dual education in higher education. In the process of realizing work-based learning, all forms of discrimination are prohibited, as stipulated in the law on the prohibition of discrimination. The conditions each employer must meet for the purpose of organizing work-based learning are defined in the Law, Article 11.