

**HOCHSCHULE OSNABRÜCK**

UNIVERSITY OF APPLIED SCIENCES

Institute for Dual Degree Programs

“QUALITY DIALOGUE 2021 – DUAL STUDY PROGRAMS  
FROM AN ACCREDITATION PERSPECTIVE”

THE PROGRAM CONCEPT  
AS A FRAMEWORK FOR THE QUALITY DIALOGUE

PROF. DR.-ING. W. ARENS-FISCHER

# DUAL STUDY PROGRAM

## TOO MUCH DIVERSITY?

### RESOLUTION OF THE GERMAN BUNDESTAG OCTOBER 2019 EXCERPT:

#### II. The German Bundestag welcomes

- the growing range of dual study programs, which are characterized by low dropout rates, valuable practical relevance, and very good employment prospects. Since the introduction of dual study programs, a variety of implementation models has developed. However, the extent to which and with what legal consequences, or under what economic and social conditions, this has occurred does not appear to be fully known or evaluated;

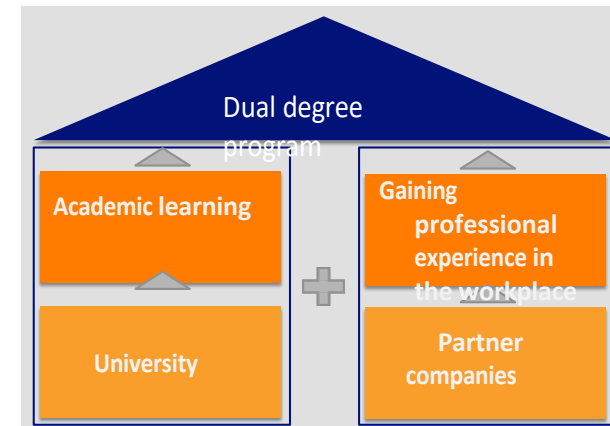
#### KEY QUESTIONS:

- What are the dimensions of this range of implementation models?
- To what extent do these dimensions influence quality?
- What quality factors need to be defined in order to evaluate dual degree programs?

# CRITERIA FRAMEWORK BY THE FEDERAL MINISTRY OF EDUCATION AND RESEARCH (BMBF) AND THE STATE MINISTERIAL CONFERENCE (KMK) CHARACTERISTICS OF DUAL STUDIES

The Science Council calls for at least the  
Fulfilment of the three defining characteristics (*WR 10/2013*):

- **RELATIONSHIP BETWEEN LEARNING LOCATIONS**  
Learning environments integrated in terms of content, time, and institutions
- **ACADEMIC STANDARDS**  
Scope of the academic components, the academic requirements of the program offerings, and their alignment with those of the corresponding regular degree programs
- **DESIGN OF THE PRACTICAL COMPONENT**  
Intensity of the learning process and the level of content at the practice partner



	Individual educational phase	Program Format
Initial training	with vocational training	Integrated training (Bachelor's)
	with practical components	Practical training integrated (Bachelor's), structured training component at the practice partner
Continuing education	with employment	Work-integrated (Master's/Bachelor's) with structured references
	with practical components	Practice-integrated (Master's/Bachelor's)

# CRITERIA FRAMEWORK BY THE FEDERAL MINISTRY OF EDUCATION AND RESEARCH (BMBF) AND THE STATE MINISTERIAL

## CONFERENCE (KMK) CHARACTERISTICS OF DUAL STUDY PROGRAMS TO PROTECT THE TERM “DUAL”

The Model Statute specifies (KMK, § 12(6)):

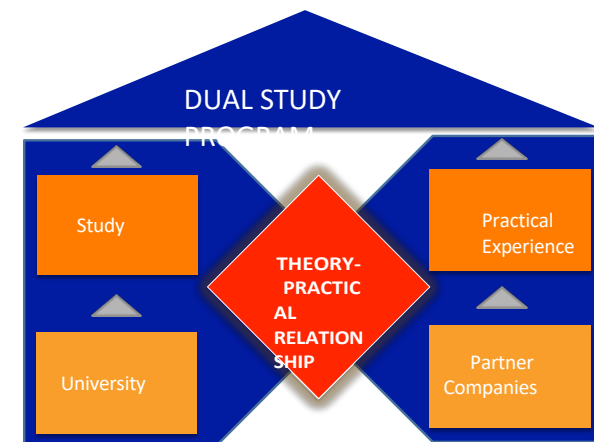
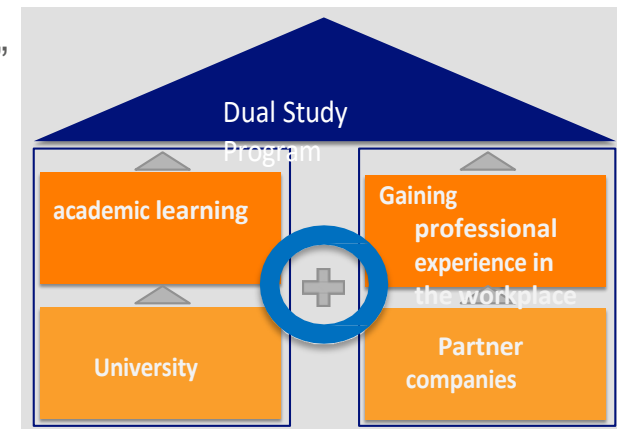
A degree program may be designated and advertised as “dual”  
the learning locations

(at least a university/vocational academy and a company)

Systematic

- in terms of content
- organizationally and
- contractually

are systematically integrated with one another.

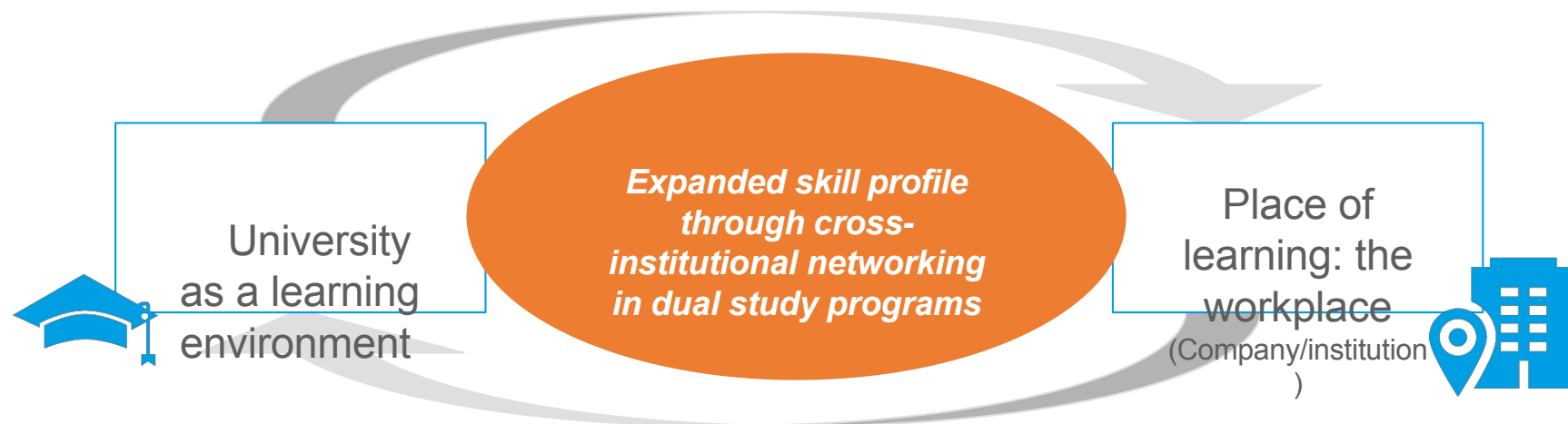


# FOCUSED INTEGRATION OF LEARNING ENVIRONMENTS (EXTENDED) COMPETENCY PROFILE

## SCIENCE COUNCIL CALLS FOR DUAL STUDY PROGRAMS

The opportunities offered by learning through practical experience and the application of theoretical knowledge to real-world situations do not lie in the transmission of highly specialized knowledge—which has only short-term and limited value in the job market—but rather in a more versatile skill set than that provided by a traditional academic degree program.

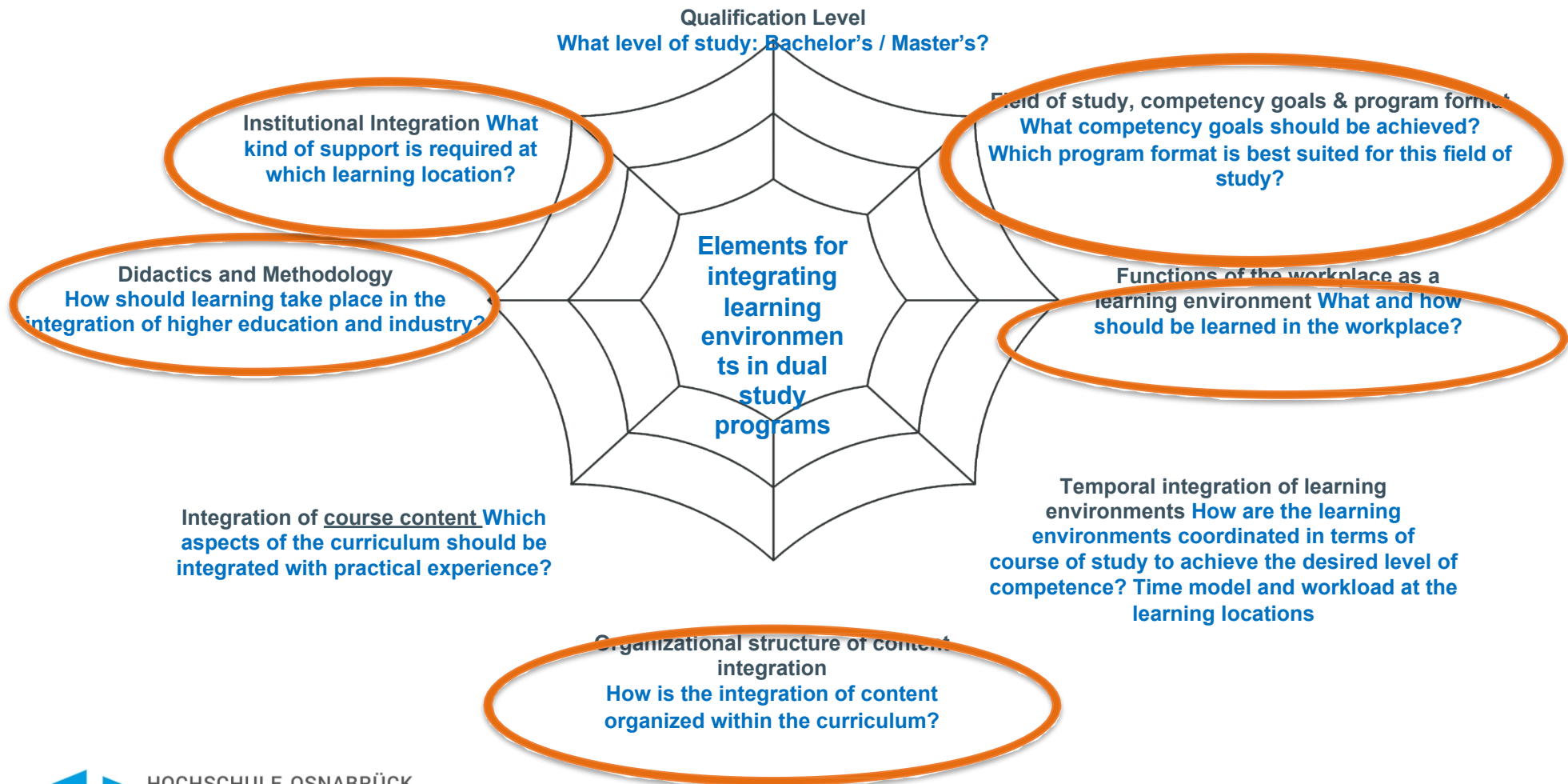
(Science Council, 2013, p. 31ff)



# A WIDE RANGE OF IMPLEMENTATION MODELS

## OF THE DUAL STUDY PROGRAM

### DIMENSIONS OF DIVERSITY – FOCUS ON CONTENT INTEGRATION



# DIVERSITY OF IMPLEMENTATION MODELS

## STUDY FORMAT

### EMPLOYABILITY PERSPECTIVE

#### → DIFFERENT TARGET GROUPS



		Individual educational stage	Program format
Initial education		with vocational training	Integrated training (Bachelor's)
		with practical components	Practical training integrated (Bachelor's), structured training component at the practice partner
Continuing education		with professional activity	Work-integrated (Master's/Bachelor's) with structured references
		with practical components	Practice-integrated (Master's/Bachelor's)

Source: WR 2013, p. 23

# DIVERSITY OF IMPLEMENTATION MODELS

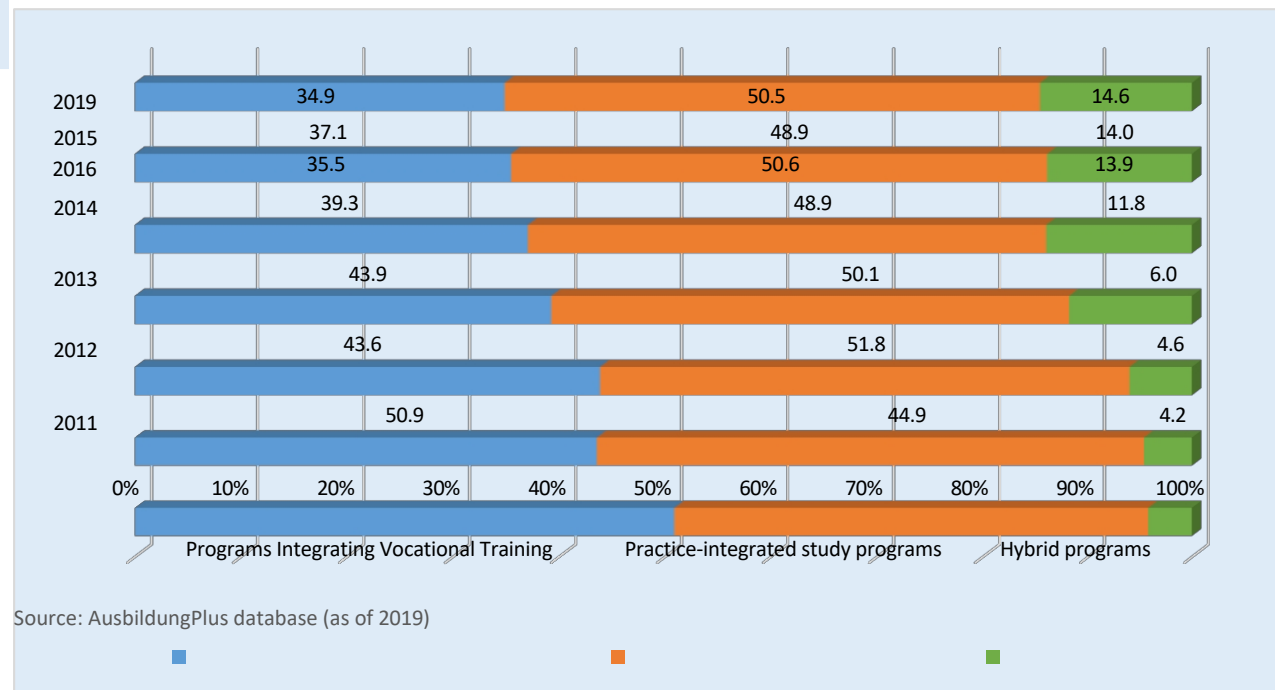
## STUDY FORMAT

Year	Number of study programs integrating vocational training	Number of degree programs integrating practical training	Number of hybrid programs	Total
2011	447	395	37	879
2012	397	471	42	910
2013	445	508	61	1,014
2014	592	736	177	1,505
2015	576	759	218	1,553
2016	565	805	222	1,592
2019*	580	840	242	1,662

Distribution of Degree programs by dual study programs in initial training 2011–2019 (in %)

Source: AusbildungPlus database (as of 2019)  
\*No data collected in 2017 and 2018.

Distribution of Students by Dual Study Format in Initial Education 2011–2019 (in %)



Source: AusbildungPlus database (as of 2019)

# DIVERSITY OF IMPLEMENTATION MODELS

## FUNCTIONS OF LEARNING SPACES

A dual degree program involves learning at at least two locations.

→ Developing the workplace as a learning environment

→ The workplace as a learning environment has various potential functions

- The workplace / practical training facility as **a practice space**
- The workplace / training facility as **a space for reflection to be developed**
- The workplace / training facility as a **space for development**
- Business / Clinical Facility as **a Research Space**

The intended function(s) of the learning space may change over the course of a degree program.

The intended function(s) of the learning space influence

integration of content, timing, and organization, as well as on the didactic objectives.

Arens-Fischer, W. & Dinkelborg, K. (2020): "The more, the better"? – Networking of learning sites and supervision concepts in dual study programs depending on the functions of the workplace learning site. In: Duales Studium, 1/2020, pp. 59–73.

# DIVERSITY OF IMPLEMENTATION MODELS

## FUNCTIONS OF LEARNING SPACES

Function	The Workplace as a Training Ground	Company as a space for reflection	Company as a space for development	Company as a research space
Workplace tasks	Workplace exercises related to the course modules	Reflection on workplace tasks in terms of type and scope, as well as the methods used to address them	Identifying tasks in need of change; developing and testing alternatives/solutions	Hypothesis-driven analysis of the scope of workplace tasks
Workplace conditions	Practicing/applying workplace tools and resources related to the program modules	Reflection on the methods, tools, and techniques of workplace practice for task handling	Identifying methods, tools, and techniques in need of change; developing and testing alternatives/solutions	Hypothesis-driven analysis of workplace conditions
Roles / Interactions in the Workplace	Practicing role-based behavior and interactions	Reflection on (one's own) workplace roles, interactions with other departments, and organizational culture	Identifying role behaviors and relationships in need of change; developing and testing alternatives/solutions	Hypothesis-driven analysis of individual and organizational behavior as well as organizational culture

Arens-Fischer, W. & Dinkelborg, K. (2020): "The More, the Better"? – Networking of Learning Sites and Supervision Concepts in Dual Study Programs Depending on the Functions of the Workplace Learning Site. In: *Duales Studium*, 1/2020, pp. 59–73.

# DIVERSITY OF IMPLEMENTATION MODELS

## ORGANIZATIONAL STRUCTURES FOR CONTENT INTEGRATION

### Basic Models

University phase	Practical phase
Module 1 6 CP	
Module 2 6 CP	
Module 3 6 credits	
Module 4 6 credits	
	Practical module 6 credits

University phase	Practical phase
Module 1 6 credits	
Module 2 6 CP	
Module 3 (supervised) + Practical Application Project 12 CP	
Module 4 6 CP	

University phase	Practical phase
Module 1	+ Practical Application Project 6 CP
Module 2	+ Practical Application Project 6 CP
Module 3	+ Practical Application Project 6 CP
Module 4	+ Practical Application Project 6 CP
Module 5	+ Practical Application Project 6 CP

University phase	Practical phase	University phase	University phase
Module 1 + Practice Transfer Project, 6 CP		Module 2 + PTP	
In-person sessions	Work at the company and work on the practical transfer project	Presentation of the Practical Application Project	In-person sessions

The organizational structure may change during the course of study.

→ Relation to Didactics and Methodology

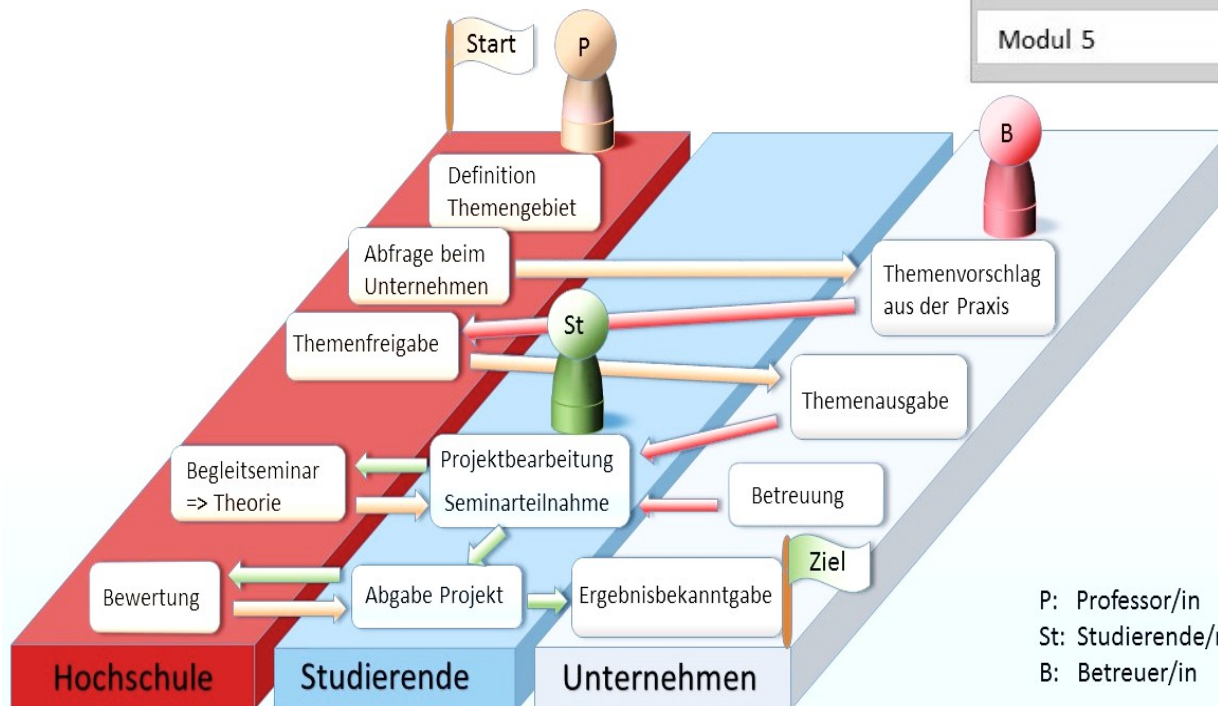
Arens-Fischer, W. & Dinkelborg, K. (2020): Structural Models of the Integration of Theory and Practice. Duales Studium 2/2020, pp. 87–96

# DIVERSITY OF IMPLEMENTATION MODELS

## DIDACTICS AND METHODOLOGY

Example: Project work  
coordinated between the  
university and the company

Hochschulphase		Praxisphase	
Modul 1	6 CP		
Modul 2	5 CP		
Modul 3	6 CP	← Praxistransfermodul	7 CP
Modul 4	6 CP		
Modul 5	5 CP		



→ Project work as an  
exception to the  
Routine work in the workplace

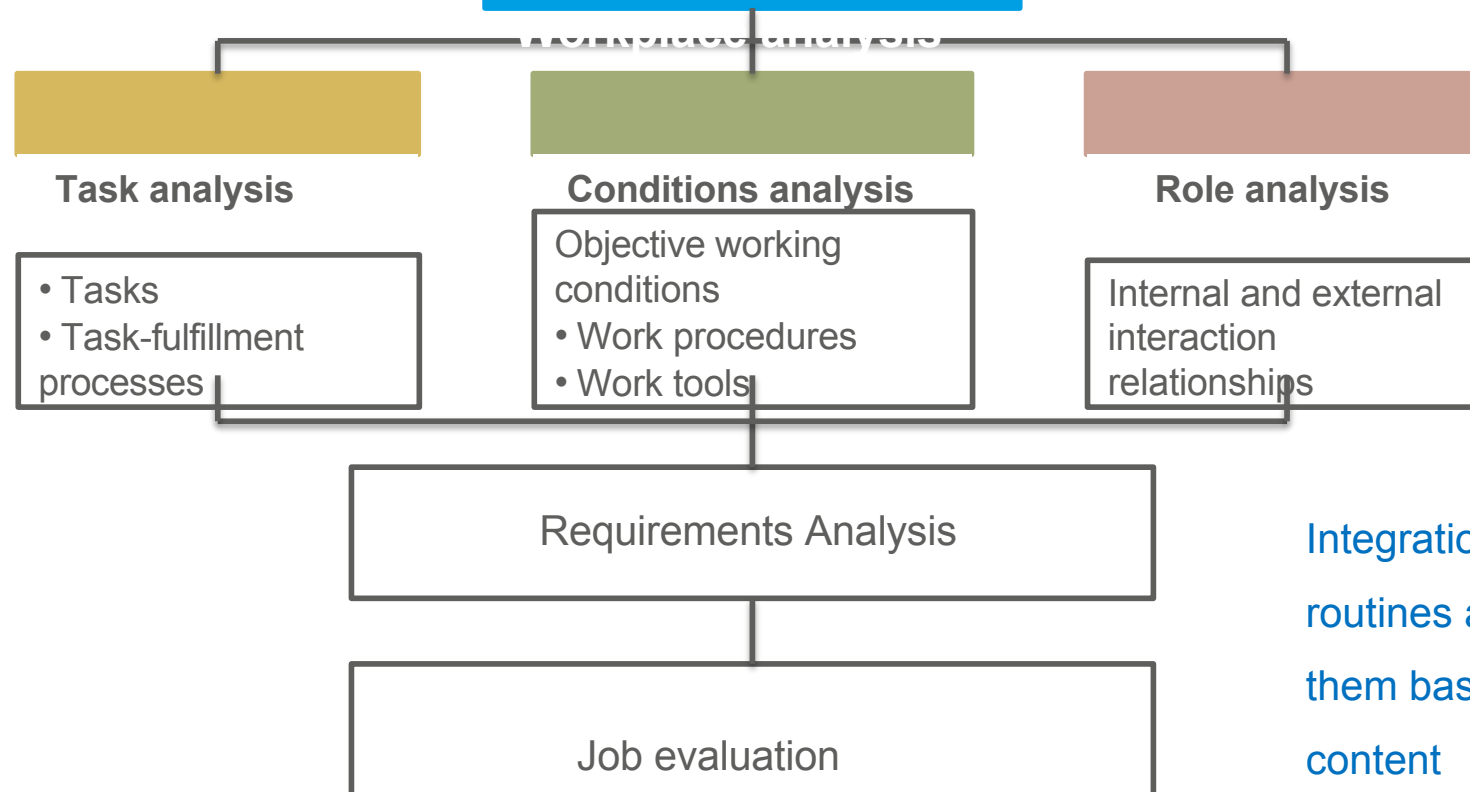
P: Professor/in  
St: Studierende/r  
B: Betreuer/in

Kurzawa, Th. (2021): Organizational and Content-Related Supervision of Practice Transfer Projects within the Framework of Practical Modules. In: Dual Study, 2021, pp. 21–29

# DIVERSITY OF IMPLEMENTATION MODELS

## DIDACTICS AND METHODOLOGY

Example: Identifying workplace routines for integrating theory and practice. Approach:  
 Analysis of the workplace to identify the need for and capacity for change



Integration into daily work routines and reflection on them based on module content

→ Analysis projects

# DIVERSITY OF IMPLEMENTATION MODELS

## DIDACTICS AND METHODOLOGY

Example: Integrating workplace routines to bridge theory and practice.

Approach: Analysis of the workplace to determine the need for and capacity for change

University Phase	Practical phase
Module 1	+ Practical Application Project6 CP
Module 2	+ Practical Application Project6 CP
Module 3	+ Practical Application Project6 CP
Module 4	+ Practical Application Project6 CP
Module 5	+ Practical application project 6 CP

Workplace Analysis (APA)	APA No.:	Scope of work:	Assessment regarding the need for change? - What problems arise in practice? - In what form does a difference between theory and practice?			Assessment regarding the capacity for change?  What approaches can be derived to change the situation? → Formulate and explain hypotheses!		
	Task analysis	Subtask <i>Define your subtask:</i>	Yes	No	Justification	Yes	No	Reason
	Condition analysis	Work procedures <i>Define your work procedures/tools:</i>						
	Role analysis	Interaction relationships <i>Define your role in this task:</i>						

Arens-Fischer, W. & Dinkelborg, K. (2021): Workplace Analysis – A Framework Model for Developing Academic Competencies in Routine Practice. In: Duales Studium 1/2021, pp. 71–83

# DIVERSITY OF IMPLEMENTATION MODELS

## INSTITUTIONAL INTERCONNECTIONS

Content integration must be supervised → ; institutional integration depends on content, temporal, and organizational integration

Example:

Supervision services provided by the university	Supervision services provided by companies
Topic selection and definition	Explanation of the workplace and its integration into the company's strategy, as well as its operational structures and processes
Methods for description, analysis, and reflection	Familiarization with the tasks and roles of the workplace
Assistance in selecting literature to support the scientific basis	Explanation of the reasons behind the design of the workplace as it currently stands
Scientifically grounded presentation of the analysis results	Explanation of the interactive relationships and roles within the workplace
Science-based synthesis of design recommendations and their communication	Support in resolving workplace conflicts
Consulting on self-directed conflict resolution in the workplace	

Arens-Fischer, W. & Dinkelborg, K. (2021): Workplace Analysis – A Framework Model for the Development of Academic Competencies in Routine Practice. In: *Duales Studium* 1/2021, pp. 71–83

Different organizational models for supporting the transfer of theory to practice

## DIVERSITY OF IMPLEMENTATION MODELS INSTITUTIONAL INTERCONNECTIONS

Support for the integration of content can be organized in different ways:

- module-oriented by instructors
- across modules by program directors
- across modules and degree programs by the support office

Student support in dual degree programs is extensive!

### Areas of support for students and companies

- Initial information before starting the program
- Support for companies in institutional collaboration
- Support for organizational integration
- Content-related support
- Support for knowledge transfer
- Support for developing perspectives on human resources and organizational development

Dinkelborg, K.; Tränkner, E. (2020): Institutionalizing Personal Support in Dual Degree Programs, In: Duales Studium, 2/2020.

# PROGRAM DESIGN AS THE KEY TO QUALITY

- Dual study programs are diverse, with a wide variety of implementation models.
- This diversity makes quality assurance complex.
- Quality: constitutive characteristics defined by the German Science Council and the provisions of the Model Statute of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK), in particular:

**learning locations that are systematically interlinked in terms of content, time, and institution**

provide a solid foundation for accreditation

- Quality is reflected in a **coherent program design**
- Academic freedom at universities ensures the diversity of dual study programs
- The responsibility for implementation lies with the universities

# QUESTIONS AND FURTHER INFORMATION

## CONTACT

### **Prof. Dr.-Ing. Wolfgang Arens-Fischer**

Director/Dean of Studies, Institute  
for Dual Degree Programs  
Osnabrück University of Applied Sciences,  
Lingen Campus [w.arens-fischer@hs-  
osnabrueck.de](mailto:w.arens-fischer@hs-osnabrueck.de)

Tel.: 0591 80098-700



Prof. Dr.-Ing. Wolfgang Arens-Fischer

Chairman, Association for Dual Higher Education in Germany Office of the  
for Dual Higher Education in Germany e.V. [www.dhsd.org](http://www.dhsd.org) <[http://www.dhsd](http://www.dhsd.org)

T: +49 (0)30-30877-1020

E: [info@dhsd.org](mailto:info@dhsd.org) <<mailto:info@dhsd.org>>



**DHSD**

Verband  
Duales Hochschulstudium  
Deutschland

c/o Berlin School of Economics and Law Dean's Office,  
Department of Dual Study Programs  
Alt-Friedrichsfelde 60, D-10315 Berlin



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UNIVERSITY OF APPLIED SCIENCES  
[Institute for Dual Degree Programs](#)