

EUT+

EUROPEAN UNIVERSITY OF TECHNOLOGY

Deliverable 33

D3.3.1a Apprenticeship and Life Long Learning

Del. Rel. No D3.6

WP 3

Description : Common plan for the europeanisation of apprenticeship and lifelong learning. Situation analysis and outline of a dual approach for the gradual europeanisation of existing programmes, as well as “in depth” analysis of the current situation.

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<https://www.univ-tech.eu/phase-1-results>

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Livrable 33

D3.3.1a Apprentissage et formation tout au long de la vie

Del. Rel. No D3.6

WP 3

Description : Plan commun pour l'europeanisation de l'apprentissage et de la formation tout au long de la vie. Analyse de la situation et esquisse d'une double approche pour l'europeanisation progressive des programmes existants, ainsi "qu'une analyse en profondeur" de la situation actuelle



Content

1.	Current situation	4
1.	Situation actuelle.....	5
2.	Special challenges.....	6
3.	Methodology	8
4.	Roadmap for the Europeanisation of Apprenticeship and Lifelong Learning.....	10
5.	Annex.....	12

1. Current situation

The purpose of Task 3.3 (T3.3) is to develop, as well as implement, an EUt+-wide strategy for lifelong learning and apprenticeship programmes at the end of the first three years. It aims to follow a simplified model of what is offered in the higher education programmes.

The implementation of T3.3 faces particular constraints, as apprenticeship is regulated quite differently in each of the eight participating countries in accordance with the national legislation. Depending on the country, apprenticeship can be located in different areas of law and, sometimes, even spread over several areas.

The field of lifelong learning is, on contrary, often subject to much less regulation in comparison with regular Bachelor and Master study programmes. For this reason, a much more diversified range of programmes is to be identified here. These are oriented, according to university practices, above all to the respective local needs including public, community and industry demands.

Apprenticeship as well as lifelong learning do not usually take place as isolated and purely university-based courses, but are often linked closely with partners from industry, commerce and administration. These links can be of a direct and formal nature and fixed through contracts, but also rather indirect connections through the respective learners are possible.

Another special feature of these two areas, the charging of fees, either directly from the learners or from partner companies and institutions, is widespread. This aspect might play an important role in the implementation of concrete cooperation or student mobilities.

1. Situation actuelle

L'objectif de la tâche 3.3 (T3.3) est de développer, ainsi que de mettre en œuvre, une stratégie à l'échelle de l'UEt+ pour la formation tout au long de la vie et pour les programmes d'apprentissage à la fin des trois premières années. Elle vise à suivre un modèle simplifié de ce qui est proposé dans les programmes d'enseignement supérieur.

La mise en œuvre de la Tâche 3.3 est confrontée à des contraintes particulières, car l'apprentissage est réglementé de manière très différente dans chacun des huit pays participants, en raison des différentes législations nationales. Selon le pays, l'apprentissage peut être traité par différents secteurs juridiques et, parfois même, s'étendre sur en toucher plusieurs.

Le domaine de la formation tout au long de la vie est, au contraire, souvent soumis à une réglementation beaucoup moins stricte que les programmes d'études ordinaires de Licence et de Master. C'est pourquoi, on y trouve une gamme de programmes beaucoup plus diversifiée. Ceux-ci sont orientés, selon les pratiques universitaires, avant tout vers les besoins locaux respectifs, y compris les demandes du public, de la communauté et de l'industrie.

L'apprentissage ainsi que la formation tout au long de la vie ne se déroulent généralement pas sous la forme de cours isolés et purement universitaires, mais sont souvent étroitement liés à des partenaires de l'industrie, du commerce et de l'administration. Ces liens peuvent être de nature directe et formelle et fixés par des contrats. Cependant, des contacts peuvent être établis de manière plus informelle par le biais des apprenants.

Autre particularité de ces deux domaines, la perception de frais, soit directement auprès des apprenants, soit auprès des entreprises et institutions partenaires, est très répandue. Cet aspect pourrait jouer un rôle important dans la mise en œuvre de coopérations concrètes ou de mobilités étudiantes.

2. Special challenges

Compared to regular Bachelor and Master degrees, there exist several special challenges, partly due to the situation described above. An important first step in analysing them was to construct a general overview, as follows:

I. **Legal situation of apprenticeship in the EU+ members' countries**

Vocational training is not part of the higher education system in each of the eight partners' countries. It is possible for some of the participating institutions to offer vocational training programmes (UTT, TUD, TUS). For a second group of EU+ members this possibility does not exist, since the apprenticeship is mainly a mandatory part of the vocational education (TUCN, RTU). Partners from countries that do not offer apprenticeships have divided the study process into Academic and Professional studies. For a third group, apprenticeship programmes are only possible within a very small and regulated framework, where cooperation between the higher educational institutions and other education providers may occur (UPCT). An example of this is the model of dual study programme in Germany in its so called "training-integrated" version.

II. **The abundance of offers in lifelong learning**

Unlike the Bachelor's and Master's programmes there is no generally accepted definition of the terms "lifelong learning" and "continuing education" that would regulate these areas by common standards. Lifelong learning is rather a concept, a basic attitude, which is operationalized and implemented differently depending on the national, local context, in parts also the departments' needs and cultures. Master's programmes in the field of continuing education (h_da) can be subsumed

here, as can certificate courses, university programmes exclusively offered for employees of locally active companies (TUCN), public lecture series (h_da) . Dual Master's programmes (h_da, CUT, UPCT) could also be included in this area.

III. The anchoring of apprenticeship and lifelong learning in the participating higher education institutions

Due to the openness of the concept of lifelong learning described under Section II, the institutional anchoring within the participating partners is also very diverse. At some higher education institutions there is an own institutional unit responsible for the provision of lifelong learning programmes, while at others the activities are organized in a decentralized manner. At a third group, a mixed form has been established, too.

In a next step a detailed analysis of the dis/similarities of the institutional LLL organisation will be presented.

IV. Universities as non-academic places of Apprenticeship

Irrespective of whether apprenticeship is part of the academic mission of the respective higher education institution, they can still be actively involved in it by their function as employers (h_da). In the sense of a holistic view, this variant should be included in the concept of EUt+ LLL and apprenticeship strategy.

V. Strategies of the participating universities

Due to diverse anchoring of apprenticeship and LLL among the partners, the question of strategy cannot be answered uniformly. The strategy is developed either at the highest level, by the university boards and policy makers, at the department or even programme level. The EUt+ consortium has a wide range of specialists and tasks to support the lifelong learning approach, for example, "Embedded in and connecting territories and citizens - Civic Engagement (CE) and Industry and Employer Engagement (IEE)" (T2.4) which is building stronger network with industries and

government, can be advanced as part of the strategy development process. The gained results and case studies allow this task to have stronger cooperation with local policy makers/industry representatives and thus opening discussion with them about actions needed to support the lifelong learning process.

Therefore, the framework of our common strategy will be outlined in D3.3.2.

3. Methodology

In order to put into practice the objectives of this task, practical steps in the Europeanisation of selected programmes will be taken by each partner. A complementary approach could be the exploration of the similarities and differences at partner universities by trying to establish an EUt+ view on LLL and “earn and learn” programmes development.

The project emphasizes the importance of competence based approach in LLL and Apprenticeship in the Consortium on compliance with the [Key Competences for Lifelong Learning](#) and the EU strategy [“A Clean Planet for all. A European strategic long-term vision for a prosperous, modern, competitive and climate neutral economy”](#) . In this regard, both Apprenticeship and Lifelong Learning will focus on the implementation of different programmes that will contribute to the development of post- and under graduated learners skills and competencies in accordance with the above mentioned EU strategy.

What follows is a detailed description of the two chosen approaches:

Main approach: "Eight highlights on the Europeanisation of Apprenticeship and Lifelong Learning"

In order to gain practical experience in the Europeanisation of Apprenticeship and Lifelong Learning in a timely manner, each university selects one programme that, according to its own current definition, belongs to one of the two areas. Within one year, elements of Europeanisation will be implemented into it. The network of EUt+ partners serves as a resource for the establishment of this process by offering support. Such elements could be:

- Study trip to a partner university with joint events and visits to relevant practice partners.

- Job shadowing of trainees at one of the participating institutions
- Professional internships at the location of one of the participating universities
- Jointly developed modules from two or more universities
- International projects of the participants (virtual or on-site)
- Joint summer schools

(The list is not exhaustive)

In a year's time, further programmes are to be selected for Europeanisation recognizing the experiences and best practices gained. If possible, this will be done in cooperation with one or more partners who offer comparable programmes, a certain expertise or helpful contacts into the business world

Complementary Approach: "Exploration of existing upskilling and reskilling models within EUt+"

Parallel to the practical Europeanisation of individual programmes an exploration of the existing upskilling and reskilling models serves to establish a picture of the programmes offered within the field of LLL and Apprenticeship. The proposed iterative approach consists of the following elements:

Data Collection

- A collection of the different models at all Eut+ universities that target the areas of apprenticeship and lifelong learning.

Data Analysis

- Qualitative analysis of models from all EUt+ universities.
- Comparative study of models and best practices

Output

- Establish EUt+ approach for LLL and apprenticeship
- Create a community of practice
- Enhance LLL on the European scale

Iteration

- Continuous adaptation, expansion, improvement of the EUt+ approach.

4. Roadmap for the Europeanisation of Apprenticeship and Lifelong Learning

August/September 2021

- Identifying pilot programmes
- Selecting one or more programmes from partner universities for Europeanisation
- Establishing the necessary steps and resources for the Europeanisation of the programme
- Designing an information template to track the framework conditions and programmes in the participating universities and countries
- Distribution of the templates to the partner universities

October/November 2021

- Direct contact with possible partners concerning Europeanisation of pilots
- Collect data on Lifelong Learning and Apprenticeship at the university level

December 2021 – February 2022

- Preparations for first round of learners exchange and Europeanisation at home
- Preparation of evaluation questionnaire
- Qualitative analysis of models from all EUt+ universities.
- Comparative study of models and best practices

March – July 2022

- First practical phase for Europeanised elements of the programmes and documentation of experiences
- EUt+ approach for Lifelong Learning and Apprenticeship

July – August 2022

- Evaluation of the first Europeanisation experiences
- Adaptation, expansion, improvement of the EUt+ approach
- Report of the first year (D3.3.2a)

5. Annex

- I. List of Suggested Pilot Programmes for Europeanisation (for detailed description see additional folder Annex IV)

Suggested Pilot Programmes for Europeanisation / Round 1	
CUT	CEN-399: Practical training in the local industry and public authorities in Cyprus
h_da	Training as Management/Commercial Assistant VET (Kaufmännische Ausbildung)
RUT	Robotics. Real-Life Applications of Intelligent Design
TUCN	Energy Efficiency and Sustainability for Energy Managers and Energy Professionals
TUD	Logistics Associate Apprenticeship
TUS	LEAN Basic
UPCT	International Online-Course on Post Harvest and Fresh-cut Technology
UTT	Vocational Bachelor's Degree "Energy Management, Electricity, Sustainable Development"

- II. Pilot Programmes – Detailed description TEMPLATE

Detailed Programme Description

Please describe the Apprenticeship/Lifelong Learning programme your university seeks to europeanise in the following table:

Apprenticeship/Lifelong Learning program Title:	XXXXXX
Training Provider Name and type:	XXXXXX

PROGRAMME OVERVIEW	
Aim (scope of the training)	<i>It would be useful for partners to mention what we expect from them as information. Ex. What is the profession that graduates can practice (name or field of applicability, etc.)</i>
Level/Type of training	
Target groups	
Entry requirements	
Qualifications/Certification obtained	
Duration/Structure	
Course Fee (Euro)	
EDUCATIONAL ISSUES	
Course Syllabus - Topics	
Practical training	
Training/Teaching method/s	
Training facilities (Location, Labs, ... if relevant)	
Assessment	
ADDITIONAL INFORMATION	
Contacts	
Course frequency	
Location (in case of class training method, if it is important)	
Follow up work	
Possible contribution by EUt+ partner(s)	

III. Concepts of Apprenticeship and Lifelong Learning within Eut+ TEMPLATE

Concepts of Apprenticeship and LLL within Eut+

This template is to gather information about the different LLL and apprenticeship concepts each Eut+ partner offers. In case your university offers more than one type of programme, please, fill in this form as often as needed!

PARTNER NAME				
Concept				
Program type	<input type="checkbox"/> LLL		<input type="checkbox"/> Apprenticeship	
Course target group	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	<input type="checkbox"/> University decision	<input type="checkbox"/> Legal restriction
Programme accreditation	<input type="checkbox"/> Accredited		<input type="checkbox"/> Non-accredited	
Diploma/Certificate issued by				
Recognized by				
Programme Fee				
Fee payer	<input type="checkbox"/> Participant	<input type="checkbox"/> Company	<input type="checkbox"/> Free of charge	
Programme location	<input type="checkbox"/> University	<input type="checkbox"/> Workplace	<input type="checkbox"/> Other, please specify:	

Duration		
ECTS or equivalent		
Strategy	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Responsible		
Other relevant aspects		