

## Learning Workshop

Tuesday 15 May 2018

Venue: UBO | Université de Bretagne Occidentale, Lifelong learning department, Room 2 | Brest (FR)

## Participants


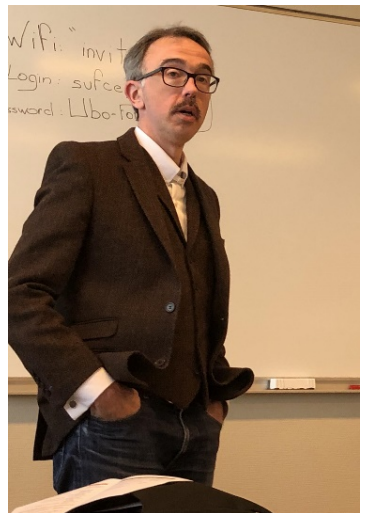
Partner number and name	Country	Name	SURNAME	
<b>P1</b> eucen	BE	Carme Francesca Laura	ROYO URAS COROMINA	CR FU LC
<b>P2</b> Université de Bretagne Occidentale	FR	Yannis Laurent Marlène	KABLAN BOURLES ANDRÉ	YK LB MA
<b>P3</b> Danube University of Krems	AT	Isabell	GRUNDSCHÖBE R	IG
<b>P4</b> Tallinn University	EE	Krista	LOOGMA	KL
<b>P5</b> University of Aveiro	PT	Lucilia	SANTOS	LS
<b>P6</b> University of Turku	FI	Sari	STENVALL- VIRTANEN	SS-V
<b>P7</b> University of Catania	IT	Roberta	PIAZZA	RP
<b>P8</b> Universidad Complutense de Madrid	ES	Lucila	FINKEL	LF
<b>P9</b> Chamber of Commerce Brest	FR	Philippe	LE COZ	PL-C
<b>P10</b> Senate	AT	Robert	FRASCH	RF
<b>P11</b> Estonian Chamber of Commerce and Industry P11	EE	Liisi	HANSEN	LH
<b>P12</b> Associação Industrial de Aveiro	PT	Vanda	FONSECA	VF
<b>P13</b> Federation of Finnish Enterprises, Southwest Region	FI	Johanna	VAINIO	JV
<b>P15</b> Asociación de Empresarios de Henares	ES	Ignacio	VILELA	IV
<b>P16</b> Fundación Bosch I Gimpera	ES	Karsten	KRÜGER	KK
- External Evaluator and Expert	DE	Max	COLLANDE	MC
- External Expert	UK	Jon	TALBOT	JT

## Apologies

<b>P9</b>	Camera di Commercio Catania	IT	-	-	-
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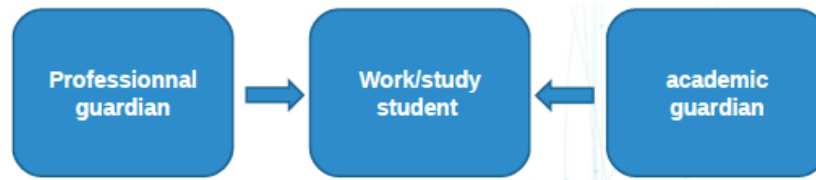
# Learning Workshop

Tuesday 15 May 2018

Item	Description
1	<p><b>Presentation of the speakers and of the agenda</b></p> <p>Yannis Kablan (P2) welcomed the participants and shortly presented the agenda for the day.</p>
2	<p><b>Presentation of UBO</b></p> <p>YK gave an overview presentation of UBO (see PPT).</p>
3	<p><b>UBO Lifelong learning and apprenticeship department presentation</b></p> <p>Laurent Bourles (P2), manager of the LLL and apprenticeship department at UBO presented the mission and functions of the UBO Lifelong learning and apprenticeship department (see PPT). UBO has 60 apprenticeships programmes. LLL is an essential mission in the FR education system. It is needed when individuals look for a job. All studies opened to young people are opened to adults as well. It is an inclusive model, maybe unique in its kind. LLL is a public service in France.</p> 
4	<p><b>University Institute of Technology (IUT) presentation (strategy towards SMEs and apprenticeship)</b></p> <p>Franck Le Bolc'h, IUT Director, presented IUT strategy towards SMEs and apprenticeships (see PPT).</p> <p>80K bodies are allowed to deliver continuous training in Frances. Institutions/organisation need to request permission and obtain a certificate to do so.</p> <p>Each department select the students, the teaching team, set up the schedule and monitor the attendance and work done by the students. A central unit helps the departments, assures the administrative process and deals with payments.</p> <p>In apprenticeship schemes, professional mentors are given a manual at the beginning of the course and they are expected to monitor that it is observed. Topics or areas that are not in the degree are not assessed or recognised. If everything works well, apprentices see academic mentors only at university. One teacher usually looks after 3 or 4 apprentices.</p> <p>The role of the professional supervisor is to help integrating into the workspace, to define progression and to validate the academic tools used at the workspace.</p> 

The role of the academic supervisor is to advise student, to look after the adequacy between the work the student is asked to do and the degree he/she is studying, to keep track of the academic results.

The supervisors interact through the student as follows:



There is one visit at least of the academic mentor to the student's workspace. The employer goes to the university for the "viva" exam.

In each workplace students will learn differently and might not match 100% with the learning outputs and academic expectations.

The professional mentor has to have at least the same academic level that the student wants to achieve.

Concerning the definition of the study programme, once a year representatives of IUT and of the partner enterprises meet to decide what is important and whether the programme needs to be changed, trying to get closer to what enterprises need.

The system was described as a win-win-win programme – it is revolutionary. It was observed that the fact that French law imposes to enterprises to have 6% people in apprenticeship schemes represents a strong incentive for enterprises to implement apprenticeship.

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### Aims and tools at the Apprenticeship office within University of Western Brittany



Marlène André (P2) project manager, in charge of the UBO Apprenticeship office, presented the aims and tools of the Apprenticeship office within UBO (see PPT). The office takes care of the pedagogical, the professional and the personal sides of the learners. The office gives guidance and counselling to students who start a new course and also a new job, especially if this is tricky. The main task is to inform students of things like how to do the job interviews, how/where to find accommodation (i.e. in the case the job is not in the area), etc. To accompany them during the first year in particular.

Universities offering apprenticeship programmes and offering this kind of accompany have to be committed to Social Dimension.

The drop-out rate is very low and the apprenticeship contract foresees a three-week trial period for adaptation. It is made clear that apprentices do not replace employees within the hosting enterprises and that they usually bring something new to the enterprise.

The university of Brest organises a "Job Dating" event where enterprises present their needs and students can see what's available and maybe ask for a specific available post.

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## Apprenticeship skills development and 'vocationalisation': pedagogical and didactics perspectives

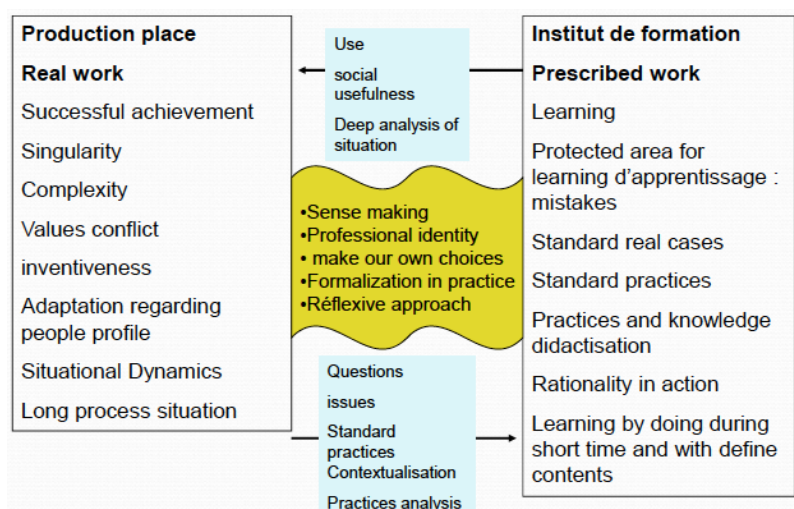


Andre Zeitler, lecturer at the education and sport sciences department of UBO presented the pedagogical and didactic perspectives of the apprenticeship skills development (see PPT). He explained that apprenticeship is a tool for developing professional skills and an important solution for skills development, although it is still new to universities.

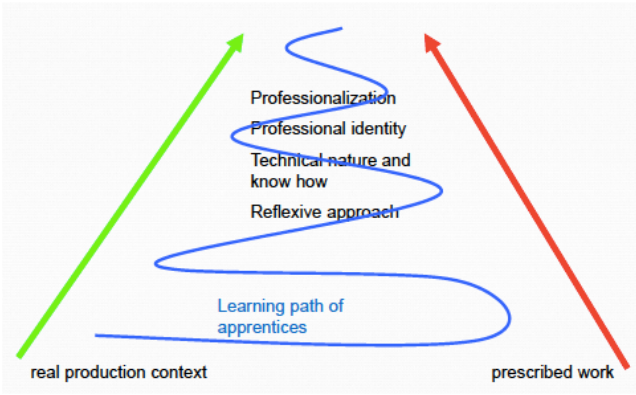


The way apprenticeship is usually understood is that of a scheme whereby theory is acquired at university level and practice is done at the work place. He explained that this view is a commonplace misconception and it does not serve an efficient implementation of apprenticeship. The idea that university teaches knowledge and that this is then applied at the workplace is **WRONG**. Knowledge can be used but not applied. We are talking in terms of theory put into practice. Theory learnt at university can be used of course, but not


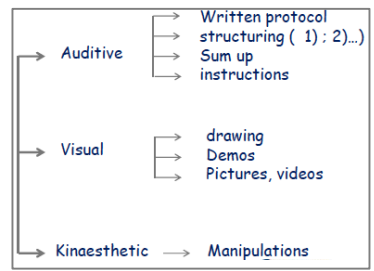
simply applied, because this is very bad for training: the process needs in fact a constant adjustment and adaptation to the context and to the learner's own mind-set (reflexive approach). The process can also cause conflicts between teachers and companies' staff.

So how to think about apprenticeship? It helps to think in terms of *prescribed work* vs in *real production context*. It helps to see the existing tension between two environments: on the academic side, we have the learning of skills, on the workplace skills are shaped in real work life. Apprenticeship programmes are a solution for skills development. Therefore, when devising and implementing apprenticeship scheme, it is important to organise a middle space between the two dimensions to meet. It is fundamental to invite learners to bring questions, and also have days when problems met at the workplace are managed. The most interesting questions posed by learners usually require a lot of theory from the academic side to provide full answers. It is therefore misleading to think that, once the apprentice get to the practice in the workplace, theory is not needed anymore: it is not a one-way process. When they move to the workplace, learners will have questions on the social usefulness of what they learn. The apprentice will grow in this tension which should not be seen as a problem but rather as a resource! And through this vital tension, the apprentice will build a professional identity because he will see what it might like or not, and he will start to make informed choices for himself.



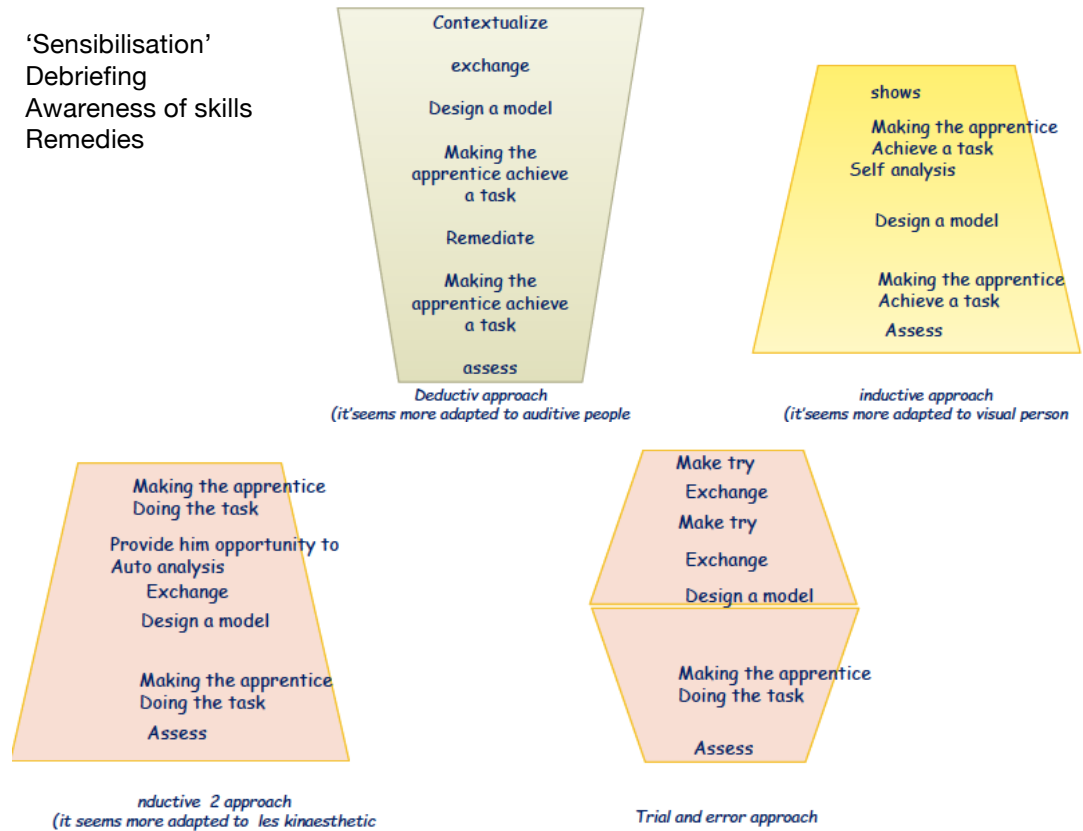


	<p>Andre Zeitler talked also about the importance of the <i>integrative alternance</i>, meaning by this that nothing can be decided without the learner experience: the learner builds a relationship in terms of sense/meaning and use between the learning acquired in both places (workplace and training centre). The model works if the learner takes the process on and grows in this tension. He/she needs to be the actor and author of his own learning to find answers that are his own and achieve individual empowerment.</p> <p>From what mentioned above comes the need to train mentors and supervisors on both sides. Overall, 3 people need to reach and manage a shared view: the professional mentor, the academic teacher and the learner.</p> 
7	<p><b>Feedback from a pedagogical supervisor in charge of the Scientific and Technical University Diploma, focussed on digital and interactive media</b></p> <p>Alain Fessant, pedagogical supervisor at UBO apprenticeship office, gave a presentation from the perspective of a pedagogical supervisor (see PPT). He explained that apprentices normally spend 2-3 days at the enterprise and 2-3 days at university, from the beginning to the end of the apprenticeship scheme. Every year, changes are made in the courses, usually suggested by students or enterprises, based on the feedback and the signalled lack of skills. Since sometimes the university does not have the necessary skills required, externals come in to give training to apprentices. An average of 50% of the classes are given by outsiders to university (sub-contracted lecturers), more or less, to match the demand in topics/areas where the university does not have experts. The contact with enterprises is constant.</p>  <p>Some of the apprentices, once the apprenticeship is over, will go on studying, while others will find a job. On these premises, the supervisors have to prepare all the students for both choices.</p> <p>Having contacts with enterprises helps becoming an effective supervisor. Trust is fundamental. The academic mentor has to be in direct and constant contact with the latest technology.</p> <p>As for the match of learners and enterprises, the day of university entry there are enterprises coming to the university with the profiles they need and the academic supervisors will propose the students that can match. There is no training foreseen for academic supervisors. Academic supervisors learn throughout the process through contacts with students and enterprises. The process of recruiting tutors might be complex.</p>
8	<p><b>Feedback from an apprentice enrolled in the Scientific and Technical University Diploma focussed on digital and interactive media</b></p> <p>Paul Le Moine is an apprentice enrolled in the Scientific and Technical University Diploma focussed on digital and interactive media. He explained apprenticeships as a 3 steps process: before, during and after the apprenticeship. He said that approximately 70% of the learning actually happens on the workplace. He explained that the most supportive people are the professional tutor and his colleagues.</p> 

	<p>The academic supervisor helps out with the administrative burden and providing information to make sure everything is going smoothly. If everything goes well, academic supervisors are not always in touch with the apprentices and the professional mentor.</p>
9	<p><b>How to design a training for SMEs mentors?</b>  <b>An example of training developed by Brest Chamber of Commerce</b></p> <p>Philippe Le Coz, from the Brest Chamber of Commerce, presented the training for SMEs developed by the Chamber (see PPT).          He gave a short historical overview of the institute of <i>mentoring</i> since the medieval times (apprentices building cathedrals). He explained how even in the past, apprentice had to run a journey learning different skills: skills acquisition, values transmission, integration into teams, produce a “master building” (master thesis). For each skill the learner needs to acquire, the mentor needs to identify a set of corresponding abilities.</p> <p>How does apprenticeship feed into that? It brings 2 components: university and workplace sides. Usually we focus on places but the notion of times is also very important – i.e. the notion of learning process stages. The <u>first thing the mentor need to be able to do</u> is recognise this process and identify the skills required at every stage. He should consider time of assimilation of learning and time of adaptation of learning, the two phases of the learning process. Metacognition is important for learner: awareness of what is learning and why for. But it is also important for the mentor.</p> <p>There are different learning processes (see graphic within PPT) to move towards the expected level. The <u>second competence mentors need</u> to learn is how to debrief learning stages at intermediate phases and how to find out the skills and knowledge that a student already has. We need to teach mentors to do these face-to-face debriefings, demystify and de-dramatize these debriefings. They are even more important if the learner starts off very well and then gets worse. The initial interview(s) when the student tells the mentor what has done and how he/she does it are crucial. A mentor has to know how to obtain this information from a student.</p> <p>The mentor should establish a framework of references for the learner. He will see how he can target the abilities to acquire the skills. A number of abilities become a skill. If the list of skills for a particular job is well detailed, it will be easier to assess at which point the student is – it will be easier to identify what is not being achieved and train that particular part. In other words, if we have a scale of skills in a framework, it is easy to identify the lack of competences. He should focus on what the learner learns, rather than what the mentor teaches to him. Therefore, new pedagogical skills are needed by mentors: it is important to teach them to focus on how the learner learns. For instance, it has been proved that young people now are more receptive to the inductive approach rather than deductive, but often in the workplace the young person is supported by an older one who is used to different ways of learning.</p> <p>The <u>third important competence mentors need</u> to acquire is to know how to remedy in case the learner has failed.</p> <p>Mentors need to learn to identify which cognitive model is needed for each student. Older generations needed a deductive approach. Younger generations need an inductive approach. The cognitive model:</p> <ul style="list-style-type: none"> <li>▲ Listening</li> <li>▲ Looking</li> <li>▲ Doing</li> </ul>  

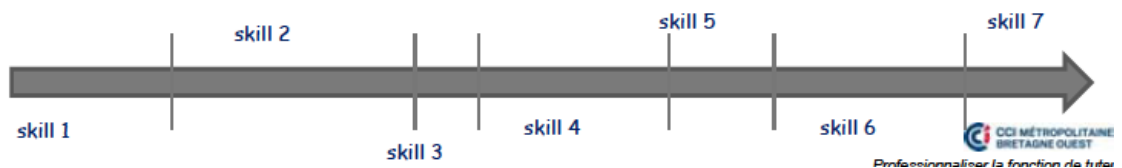
There are a number of pedagogical skills that are needed by mentors:

- ▲ 'Sensibilisation'
- ▲ Debriefing
- ▲ Awareness of skills
- ▲ Remedies



Acquisition of competences ⇒ debriefing to check ⇒ application of remedies

The timeline and acquisition of skills/competences is defined into skills and then each skill into a number of abilities.

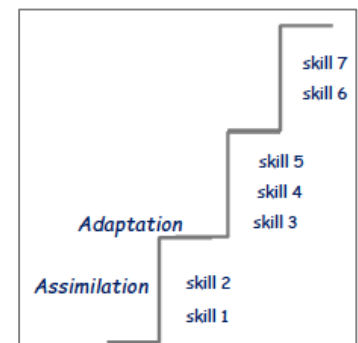


As skills are acquired, they are assimilated. Then there is need for a period of adaptation before a new set of skills are taught, and so on.

A quick learner might start very fast but then have a less spectacular progress. A slow learner on the other hand might have a slow start and have a fast progress at the end. In both cases, though, the apprentices will reach the same expected learning level.

Training mentors - key points:

- ▲ The typical training for mentors takes normally two full days. Later on there is one more full day of training to consolidate the knowledge and to answer questions.
- ▲ The basic and more important point is to reach what is "skill", how to identify skills and how to debrief students.



### Apprenticeship scheme - key points:

- ▲ There might be two visits between mentors: one in October (obligatory) and maybe another later on
- ▲ The benefit of having apprenticeships is that you “build” the skills of someone to the specific needs
- ▲ Treating apprenticeships as staff give them a sense of belonging and strengthens their loyalty and interest
- ▲ The contract includes a confidentiality clause

The same model of training of mentors can be applied to other contexts. Speaking about apprenticeships in France, the apprenticeship scheme came first, then it was evident that the apprentices needed tutors and then the following question was: are the mentors trained enough? Sometimes this reflection happens within specific sectors. In some sector you have to be accredited to be a mentor.

LH (P11) observed that in some countries, such as Estonia, the Chambers of Commerce are private institutions and it is therefore difficult to have this kind of training offered. Philippe Le Coz suggested to approach enterprise “speaking *business*” with them: the more remedies can be put into place, the faster the learning will be and the recruitment more efficient. In France, more and more SMEs are interested in training mentors since they see it brings benefits in terms of investment. The training offered by the Chamber of Brest usually last 3 days and takes place periodically.

In the French system, given the complexity of organisations, the same mentors may not be able to analyse all skills, so usually there is more than one mentors and all the mentors together contribute to the skills analysis.

Marlène André specified that, at UBO, every students has a booklet comprising 3 stages, each stage marked by skills that need to be acquired. There is like a framework for the skills during the process because it is also a goal for the university to make the learner’s mission evolve in the business. It is the role of university to reframe the process of acquisition of skills, through the periodic reports prepared by the learners and both the mentors.

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### **Feedback from an SMEs Mentor hosting an apprentice student**

Romain Le Bouffo, Communication officer and Designer at Fiiish Company, presented the perspective of a SMEs mentor hosting an apprentice at his company. How did you become a mentor? He explained how, at the beginning, taking in an apprentice was more a strategic than an economic choice for the company. The apprentice currently involved in the apprenticeship scheme started off with an internship, which was once prolonged and then developed into an apprenticeship scheme. It was the company who kind of appointed him as mentor, it was not his voluntary choice at first. He also explained that communication with university has taken place only at the beginning. If they have problems with the apprentice, they try to solve it within the company.

He introduced the idea of the ‘Notebook’ – this is a little diary where the apprentice writes everyday his/her notes at different levels (i.e. ideas, how to do things in the right way, how to find information, strategic points, etc.). They write everything that is important for them.





**11 Feedback of apprentices enrolled at University Institute of Technology (at bachelor level)**


Two more testimonies from student apprentice programmes confirmed the use of the “notebook” or diary in other companies and other jobs too. They confirmed that the notebook is kept at work and then shown to their academic mentor at university.

Apart from the formal debriefing there are a number of informal meetings where students can ask in a relaxed way specific points. A balance between both types of meetings is necessary.

**12 Other experiences – the UK case**

Jon Talbot, from the University of Chester, presented how apprenticeship works at his University. He pointed out two interesting aspects, related to the context:

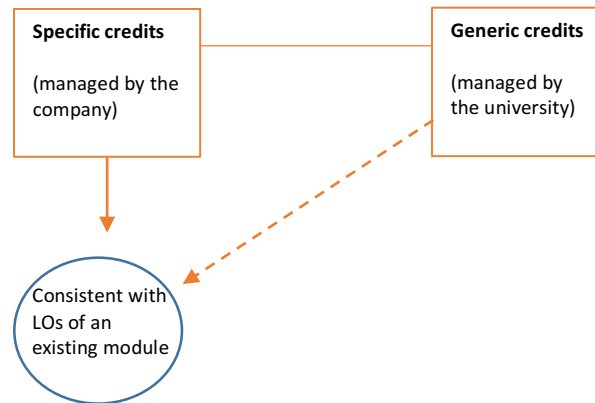
1. National context: the UK face under-investment in technical and vocational education. The country has tended to import skilled people from outside, it used to have an apprenticeship system until 1991, which was later demolished by the Thatcher government. That system was coordinated by industrial training boards and/or professional bodies. Since 2015, facing the under-investment in VET, UK has established a legal framework and related tax to fund apprenticeship programmes – the UK Apprenticeship Levy. Companies pay it (big companies a 0,5% of payroll, smaller companies less) and can recover the money of this tax by engaging students in apprenticeship programmes in their company.
2. The UChester context: The University is quite different from most UK universities and other countries’ institutions. Professional bodies in the UK are very prescriptive – this is why companies like the apprenticeship programmes that can be co-created in Chester, which adapt much better to their needs. The University has established a chartered manager degree apprenticeship in 2016. It is the first and only degree apprenticeship in the UK. Jon Talbot explained that in the UK now more and more universities want to offer apprenticeships, even Cambridge (classical research institution). So we might see a change in attitude and 40% higher education students in the next twenty years might undergo apprenticeship.



How does the Chester model work? Work-based learning has a long history at the University of Chester: from the 1980s, every 2<sup>nd</sup> year-undergraduate student gets the chance of participating in work-based learning. For 20 years the University has had a work-based and integrative studies framework (WBIS), therefore it is used to work with employers, to recognise experience etc. The apprenticeship model started out from a request from an employer, a big company normally. It involved a slight change in the usual University’s practice: historically the University had tailored studies according to students and institution’s needs, while for the first time it needed to tailor them according to enterprises and professional bodies’ needs. This was more prescriptive than normally.

In the framework of the University of Chester’s apprenticeship scheme, the apprentice spends an average of 12 days a year at the university, consisting in an induction at the beginning of each module. The rest of the time is spent at the workplace. Accreditation of prior learning is also included in the programme, so when the student arrives from the company a self-assessment is done of student achievement up to date, then his learning programme and any future planning is worked out. Learners can claim up to 2/3 out of the

programme. The University of Chester uses the Shell Framework (Knowles) - the 'shell framework' includes a learning contract (negotiated by all involved parts) specifying the programme, the title of the degree, the curriculum and the pathway to follow. Everything is negotiable. The shell framework includes an agreement but it defines all the characteristics of the programme. The partnership between a company and the university becomes almost a franchising. The programmes are co-delivered. Companies say what apprentices need to learn, they also make sure to teach the specific parts to the students and then the university assess if the learning outcomes, skills and competences have been achieved. The generic parts of the course are done by the university, converting existing programmes into HE degrees. Students create trans-disciplinary knowledge.



The Apprenticeships system at University of Chester has been prized by QAA, specially their shell framework system.

The Shell Framework in Chester was already existing before formal apprenticeship was introduced at the University.

University of Chester has a mentoring system for tutors (not formalised) that mixes experience and mentoring with more experienced mentors.

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### Closing

All presenters were thanked for their valuable input.  
The Learning Workshop was closed.