ApprEnt - National Report – Portugal   15th of November, 2017

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PARTNER 5 – UNIVERSITY OF AVEIRO (UA)

Initial Information

1. *Is your university/organisation involved in apprenticeship schemes? At what level? Who could know about apprenticeships in your own organisation/institution?*

The University of Aveiro (UA)[1] has different types of in-company training from level 5 of the National Qualification Framework (QNQ)[2] courses, designated as Courses for Professional High Technique (CTeSP)[3] to level 8 with business doctorates. It should be noted that this type of training in the UA is not remunerated (internships). On the contrary, it can be said that students pay for their in-company training since they only access it through the tuition fees they pay for their university degree.
Also this training is different from course to course, either because of the course academic level or due to the specificity of the course. There are courses with one year internship (e.g. Business Management)[4] and others that have one semester internships (last semester of the course) or part of the last semester.
In level 5 training there used to be a Governmental regulation to financially support work the based learning (WBL) component of the training that disappeared throughout the economic crisis. In upper levels some companies also provide the students free access to canteen or transport services, but it is not in a systematic way, nor are they compelled to do it.
The Course Directors, the Schools Directors and a dedicated Vice-Rector are the people directly linked with in-company training at the different level.[5]
UA, through its Association for Professional Qualification and Research (UNAVE)[6] in close collaboration with the Continued Training Integrated Unit (UINFOC)[7] often links with private associations, such as AIDA and Municipalities, and the Public Authority for Employment and Professional Training (IEFP)[8] providing training actions that are dually certified (academic ECTS and professional certification) on demand.

2. *If your university/organisation is not involved in apprenticeships, do you know any university/association in your country that have an apprenticeship agreement already in place? Is it a model that could be useful for us? For how long has been in place?*

The UA has curricular internships in the structures of some of its courses. Other higher education institutions (HEI) in Portugal also have it, in fact almost all of them, both public and private, as it results from a mandatory decision form the Board of Degree Quality

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[1] http://www.ua.pt/; http://www.ua.pt/estga/; http://www.ua.pt/isca/; http://www.ua.pt/esan/; http://www.ua.pt/essua/.

[2] http://www.catalogo.anqep.gov.pt/Home/QNQ.

[3] https://www.dges.gov.pt/pt/faq/cursos-tecnicos-superiores-profissionais-ctesp.

[4] http://www.ua.pt/estga/PageCourse.aspx?id=400.

[5] http://www.ua.pt/ensino/entrada.

[6] http://www.unave.pt/.

[7] http://www.ua.pt/uinfoc/Default.aspx.

[8] https://www.iefp.pt/.

that follows AEEE international guidelines[9] and the different National Board for medicine, Law, Engineering,[10] ….

It is not common, however, to discuss the subject between HEI. It even happens that in a particular engineering degree, of a particular HEI, for instance, 30 students apply for their academic internship. They all have in-company places, and some of the companies have zero financial contribution for their collaboration, while others pay them a small salary. It happens mostly in Technical HEI. So it happens but not following a model, nor even producing a pattern.

Structure and governance

Typology of stakeholders - public authorities, entrepreneur associations, branch associations, professional associations, enterprises and SMEs, research organisations, trade unions, universities, quality agents, etc.

1. *Which public bodies have information and/or watches over ongoing apprenticeship schemes?*

Universities – HEI; Public authorities and Quality agents - IEFP, National Agency for Quality and Professional Training (ANQEP)[11]; Research Organization - National Foundation for Science and Technology (FCT)[12] in case there are scholarships involved.

2. *Who could know about apprenticeships in your city, region, and/or country?*

Because internships are part of the course curriculum, UA study regulations have information about them (assessment, UA counsellors, and guidance counsellors). Since they are available in the public website it can be accessed throughout the country.

3. *Which type of institution/organisation normally is actively involved in apprenticeships?*

It depends on the type of internship: if it is higher level it would be HEI. Usually HEI have a pool of enterprises and companies that collaborate at different levels, particularly at this one.

In the case it is not higher level, vocational schools and IEFP are the ones. Also in this case UA has a strong pool of regional companies/SME that often contact the Schools looking for particular profiles of students they are willing to have as interns/apprentices, who often get employed in that company. This is particularly strong in one of the Schools that applies Aalborg methodology.

In the case of business doctorates, FCT has scholarships for this type of training.

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[9] http://www.aeee.org/
[10] http://www.ordemengenheiros.pt/pt/a-ordem/; etc
[11] http://www.anqep.gov.pt/default.aspx
[12] http://www.fct.pt/

Phase of programme development and stakeholder involvement
Promoters, design, implementation, examination, certification, evaluation

1. *Has your country/region a programme to promote apprenticeships? Who does it? How does it work?*

Regionally, not specifically for the top-level curricular internships. There are some partnerships with companies, promoted by the University or directly by the Departments and the Schools. In the case of professional internships, at regional and country level, the IEFP has programs of this type. In this case the internships are remunerated – apprenticeships, therefore - and have different characteristics from the curricular internships.

At national level different initiatives have been taking place up to level 8 apprenticeships, such as the "Garantia Jovem"(Youth Guarantee)[13] or "Impulso Jovem" (Young Impulse)[14] program which has 5 different strands:

1) An up to 9 month's apprenticeship in all sectors of activity, aiming to ease the youth (between 18 and 30 years old) transition to the work market. It requires a registration at IEFP and supported by the government (Portaria n.º 131/2017, de 7 de abril). No HEI are to be involved;

2) "Emprego Jovem Activo" (Active Young Employment) where mixed 6 months project teams are created, integrating 2 to 3 young men with lack of qualifications and employability, and 1 with HE qualification (Portaria n.º 150/2014, de 30 de julho). HEI may be involved;

3) "PEPAL – Programa de estágios na administração pública local" (Apprenticeships programs of the local public administration). 12 months apprenticeship for 18 to 29 years old at least level 6 qualified unemployed young people. No HEI are to be involved;

4) "Inov contacto"- directed to up to 29 years old level 6 or 7 foreign language speaking graduates international apprenticeships in large companies. AICEP Portugal Global[15] is the entity in charge.

5) "Professional Apprenticeships in Embassies and Consulates"[16] oriented to young graduates looking for the first job and/or unemployed looking for new job. Young people must also be up to 30 or 35 years of age if they are disabled with a degree of incapacity equal to or greater than 60%. (Portaria n.º 41/2015, de 19 de fevereiro. Portaria n.º 259/2015, de 15 de dezembro, rectified by the Declaração de Retificação n.º 2/2015).

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[13] https://www.garantiajovem.pt/estagios
[14] http://www.impulsojovemportugal.pt/
[15] http://www.portugalglobal.pt/PT/InovContacto/Paginas/EstruturadosEstagios.aspx
[16] https://www.garantiajovem.pt/estagios

2. *Which is the standard design of these programmes in your country? Do they need approval from central offices before they can be implemented? Is there any quality control to ensure the quality of these programmes?*

In the case of IEFP, for instance, since the apprenticeships have financial support, they have quality control. In general ANQEP provides the overall control.

3. *Which materials (including templates) are easily available? Do you think that what is available covers all the information you would need if you wanted to set up now an apprenticeship programme in your institution/organisation?*
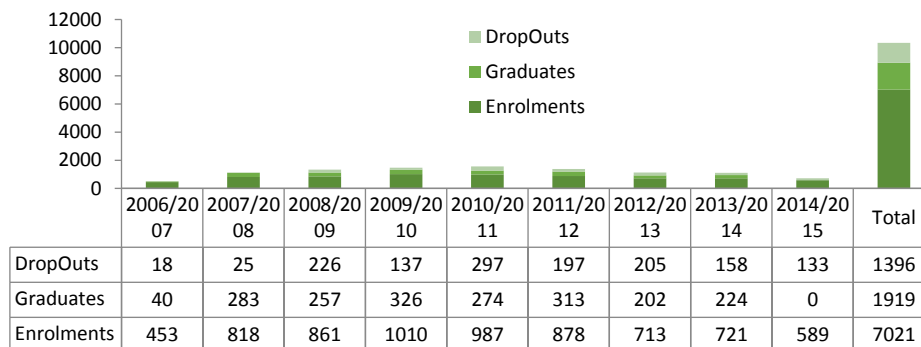
In the UA website, all protocols, internship agreements, study regulations, specific regulations information for the level 5 courses (CTeSP) are publicly available and easy to access. At country level, all the information can be found on the websites, and, if some is thought to be missing direct contacts are also available.

4. *How are the students assessed? Which type of certification do they receive, if successfully completed?*

In relation to the curricular internships there are different experiences. The most frequent kind of assessment of the internship takes place in the academic final examinations period. There is an oral public presentation of the final written report of the internship and the respective argumentation. A discussion takes also place, involving the Company and the University supervisors of the internship, to assess the overall performance of the student during the internship. If it is successful, the students is attributed a number of academic ECTS, and if the internship concludes the training, an academic and/or professional level 5 certification is awarded.

5. *How many students undertake this type of scheme every year in your country/region? Which is the level of success?*

In the UA, as in the whole country, we recently moved from Technical Specialisations Courses (CET)[17] to the CTEsP. At the moment the data we have available[18] relates to the time evolution of enrolments, dropouts and graduate number of CET students, and is shown below[19]. We will get the more recent data available as soon as possible.

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	Total
DropOuts	18	25	226	137	297	197	205	158	133	1396
Graduates	40	283	257	326	274	313	202	224	0	1919
Enrolments	453	818	861	1010	987	878	713	721	589	7021

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[17] https://www.dges.gov.pt/pt/pagina/cursos-de-especializacao-tecnologica-cet
[18] "Non-traditional students in higher education: research to steer institutional change" Research project Ref.ªPTDC/IVC-PEC/4886/2012 (2013-2015).

Education Level
Legislation, Funding, Bologna (pre-Bachelor, Bachelor, Master, Doctorate) EQF and NQF

1. *Which legislation do you have in place in your country/region/institution about apprenticeships?*

It is mandatory to elaborate and make available to the public all internal regulations of each institution, namely those which relate in any way with internships and/or apprenticeships, under Decree-Law no. 63/2016, of September 13.

2. *How are the apprenticeship programmes funded? Is there any national regulation about it?*

As mentioned earlier, the curricular internships are not funded - with the exception of business doctorates that may have FCT scholarships and in this case there have specific regulations. When it comes to Governmental initiatives, the funded is regulated by legal documents named "Portarias".

3. *Which level of education is linked to apprenticeship schemes in your country? Is the award received equivalent (in credits and/or recognition) to similar awards that are not linked to apprenticeships?*
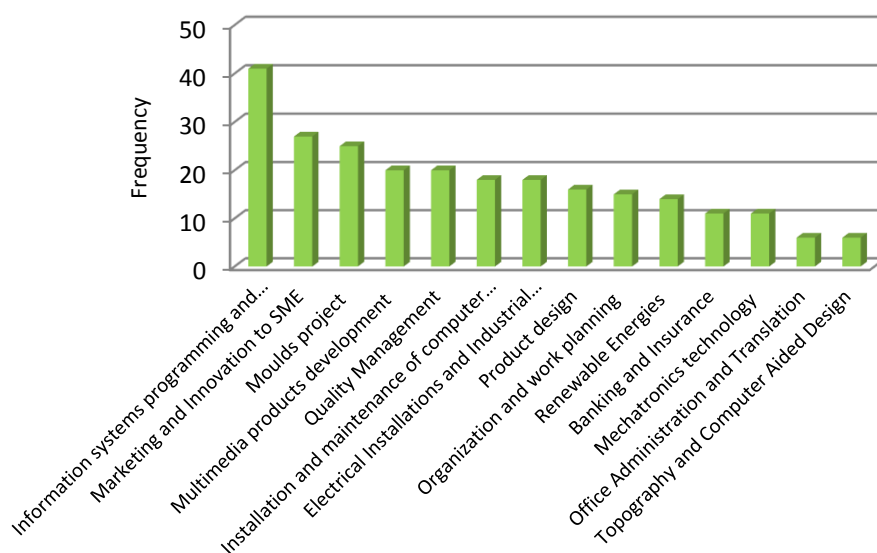
More usually level 4 to level 8 of the QNQ. Higher education level (level 6 to 8) in the case of the curricular internships, which are associated with academic credits (ECTS). Dual creditation is possible only at levels 4 and 5.
At the moment there is not similarity between the two systems, ECTS and ECVET, in Portugal. What we have is the recognition of prior experimental knowledge acquired either by certified training actions, informally or non-formally - the Recognition of Prior Learning processes and Regulations - that can be credited in the curriculum of the degree.

4. *Which subjects/professional areas/economic fields are more popular in this type of programmes?*

As it varies with institution, it does not exist an area with a higher incidence of curricular internships, safeguarding the courses of the health area which is usually higher than any other.For the remaining options, in three UA Schools, the more recent processed data that also relate to CET students and not the very recent CTEsP shows as follows:

UA - Distribution of CET students by subject areas (2015)

PARTNER 12 – AIDA
INDUSTRIAL ASSOCIATION OF AVEIRO DISTRICT

Structure and governance

Typology of stakeholders – Public authorities, Entrepreneur associations, Branch associations, Professional associations, Enterprises and SMEs, Research organisations, Trade unions, Universities, Quality agents, etc.

AIDA - Industrial Association of Aveiro District[20] was incorporated founded on 16th January, 1986, whose mission is to represent, defend, promote, identify and meet the needs of proactive representation, information, support and technical assistance at the level of creation, operation and expansion - of industrial enterprises of Aveiro District, making SMEs more competitive. The association is also certified by APCER - Portuguese Association of Certification in Quality Management Systems[21] by NP EN ISO 9001: 2008 since August 2007.

Over its 29 years of activity the association has structured various skills related to support for SMEs, such as:

- Internationalization / international promotion
- Industrial Licensing and Process Development
- Industrial Location
- Consulting and technical services
- Industrial Property
- Legal support
- Vocational Training
- Human Resources / Employment Exchange
- Health and safety at work
- Environment and Quality

Considering the above project objectives, AIDA establishes a continuous interaction with stakeholders in the region, including companies and associations by representing them, local authorities, municipal and intermunicipal entities of the scientific and technological system, and Aveiro University, whose active involvement is essential in this process.
In the exercise of its powers, AIDA takes a strategy of "smart specialization", while promoting economic development based on the focus given to promoting research and innovation, and also knowledge, particularly of the Scientific and Technological System organizations to businesses.
Concerning the training area, AIDA has been developing projects that meet the needs of companies through technical training. The objective is the training within companies for later work placement.
Related to these training projects, AIDA depends on public funding and political guidelines for its promotion.

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[20] http://www.aida.pt/
[21] https://www.apcergroup.com/portugal/index.php/pt/

1. *Which public bodies have information and/or watches over ongoing apprenticeship schemes?*

At this moment, information on priority training projects for Portugal, within the scope of qualification is available in Portugal 2020 program.[22]

2. *Who could know about apprenticeships in your city, region, country?*

In our region the information available is centralized on ANQEP - National Agency for Qualification and vocational education and in the IEFP-Institute of Employment and Professional Training. The agency defines a training catalog, which integrates the formatted paths that are most adjusted to the job market by region.

3. *Which type of institution/organisation normally is actively involved in apprenticeships?*

The apprenticeships in our region are developed by several entities, like: business associations, such as AIDA; Universities, such as the University of Aveiro, public and vocational schools.

Phase of programme development and stakeholder involvement
Promotors, Design, Implementation, Examination, Certification, Evaluation

1. *Has your country/region a programme to promote apprenticeships? Who does it? How it works?*

Related to the trainings that integrate apprenticeships the guidelines are defined by the ANQEP within the framework of Community funds, through the European Social Fund.

2. *Which is the standard design of these programmes in your country? Do they need approval from central offices before they can be implemented? Is there any quality control to ensure the quality of these programmes?*

Since there is an entity that defines which apprenticeships programs, with an integrated internship, related to the diverse needs of the companies, it is this agency that approves the applications prepared by AIDA. The quality of apprenticeships are defined by AIDA and are observed by external agencies through audits.

3. *Which materials (including templates) are easily available? Do you think that what is available covers all the information you would need if you wanted to set up now an apprenticeship programme in your institution/organisation?*

An apprenticeship programme at AIDA presents monitoring and evaluation models that are developed by AIDA to respond to the developed and the results obtained. These competencies are monitored according to the initial objectives. In the end of the apprenticeship the students make a public presentation of the developed work.

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[22] https://www.portugal2020.pt/Portal2020

4. *How are the students assessed? Which type of certification do they receive, if successfully completed?*

Students are evaluated quantitatively and qualitatively and certificates are nationally recognized. Those certificates take part of the individual competency book. This book integrates all the trainees' training course.
Most apprenticeship programmes offer both certification: school and professional certification.

5. *How many students undertake this type of scheme every year in your country/region? Which is the level of success?*

Each entity / region that performs this type of information holds the information and is separated by type of apprenticeship programme. Thus we do not currently have this information.

PORTUGUESE ASSOCIATED PARTNER
MUNICIPALITY OF ALBERGARIA-A-VELHA

In order to contribute to the information needed at this point regarding ApprEnt project, following the team meeting we are to inform that sensitization sessions are held every year, as well as promotion of youth training, but of a general scope, oriented towards entrepreneurship, professional training, academic training, etc. In terms of promoting internships and opportunities for contact with the reality of the municipal services, whenever requested by the Universities, we promote curricular internships and/or research projects. We are at your disposal for further information.