



Refining HE Apprenticeships
with Enterprises in Europe

Guidelines for a Higher Education Apprenticeship Model Agreement

Advice to make your own model
agreement suitable for all parties



ApprEnt consortium:

European university continuing education network, **eucen** (BE)
Université de Bretagne Occidentale, UBO (FR)
Danube University of Krems, DUK (AT)
University of Tallinn, UT (EE)
Universidade de Aveiro, UA (PT)
University of Turku, UTU (FI)
Università di Catania, UNICT (IT)
Universidad Complutense de Madrid, UCM (ES)
Chamber of Commerce Brest (FR)
Senate (AT)
Estonian Chamber of Commerce and industry (EE)
Associação Industrial de Aveiro (PT)
Federation of Finnish Enterprises, Southwest region (FI)
Asociación de empresarios del Henares (ES)
Fundació Bosch i Gimpera (ES)

Publisher: **eucen**, Barcelona, Spain, 2019, <http://www.eucen.eu>

Authors: Carme Royo, Francesca Uras

Editorial Board: The ApprEnt consortium

Design, Typeset and Layout: Jordi Sanchez

Citation: Carme Royo, Francesca Uras (Ed.) (2019): *Guidelines for a Higher Education Apprenticeship Model Agreement - Advice to make your own model agreement suitable for all parties*. ISSN xxxx-xxxx

© The ApprEnt consortium, 2019

An electronic version of this document can be obtained at the project website

<http://apprent.eucen.eu>

All the ApprEnt tools may be freely used and copied for non-commercial purposes, provided that the source is acknowledged. All contents are licensed under the attribution 4.0 international <https://creativecommons.org/licenses/by-nc-sa/4.0/>

The ApprEnt project (585163-EPP-1-2017-1-BE-EPPKA3-VET-APPREN) has been funded with support from the European Commission. This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Introduction

Apprenticeship programmes offer to students (i.e. apprentices) the opportunity to complete an accredited degree combining the learning at a higher education institution (HEI) and the learning at a workplace (i.e. theory and practice). The apprentice is expected to perform tasks reasonably well at the workplace but he/she is not meant to replace one of the members of staff and cannot be made responsible for important decisions or very complicated questions. He/she will be an added value for the company, working on a specific project agreed by all involved parties. The hosting company will be able to develop one or several aspects of their company (e.g. marketing, efficiency in production, design, etc) that has not been developed before due to lack of resources or time.

The relationship between the HEI, the company hosting the apprentice and the apprentice him/herself must be respectful, honest and fruitful. It will be crucial for the three parties to define well the objectives of the placement, the expected achievements and the general conditions that define the apprenticeship period. This preparatory setting up will make the apprenticeship period a better experience for the company, the apprentice and the HEI.

One key component of this preparatory set up is the design and signing of an agreement¹ that binds all parties in a common objective. However, when discussing the possible scenarios for the design of a unique model agreement amongst the ApprEnt partners (coming from 8 different countries), it became clear that designing one unique model would be a challenge because each country has different laws and cultural features, and each institution different rules.

Thus, after reflection we decided to develop a guide to help the reader to understand the importance of the different points that we suggest to be included in the model. We have integrated points from existing model agreements into one only document (see [Annex 1](#), page 9). The users can decide what suits them and what does not, adapting it to their own perfect model, preserving national and institutional diversity!

¹ The current Model Agreement should not be confused with the formal working contract that, in most countries, will be also necessary. The agreement sets up the conditions of the apprenticeship programme, its limits and expectations. The working contract connects the work done by the apprentice as employee with the enterprise, following the labour laws and regulations of the work place according to national legislation.

Guidelines for users

The boxes below are linked to the different sections of the *Sample model agreement* that you can find in **Annex 1** (page 9) and also with the *Sample model individual learning plan form* that you can find in **Annex 2** (page 14). Please refer to these two annexes to see how to formulate the different points

BOX 1

Introducing text, describing the parties that will sign the agreement:

The apprenticeship schemes are programmes where three parties are well involved in the definition of the learning plan and the objectives to be achieved. Thus, the ApprEnt consortium recommends that the agreement is signed by the three involved parties: the education institution, the enterprise and also the apprentice. This way the apprentice feels as a core partner in the process, in which he/she is central.

BOX 2

Definition of Higher Education Apprenticeship:

The official ApprEnt definition was designed in a flexible way, to allow partners find cases that had at least 4 out of the 6 identified characteristics. However, the six features of the definition are so important that ApprEnt recommends users to adopt them all, as shown in Annex 1. Please consider the 6 characteristics when designing your own programmes and advocate for others to comply with all them too.

BOX 3

Article 1 – Purpose of the Agreement:

This article allows you to spell out the full title of the degree or programme that the apprentice is enrolling in. It also specifies the nature of HEA programmes in general.

BOX 4

Article 2 – Organisation of the apprenticeship scheme and individual learning plan:

It is very important that the agreement is linked to an annex describing thoroughly the parties involved, the programme and the Individual Learning Plan (ILP) for the apprentice. A template ILP model is included in this document as Annex 2. It is important to highlight that this annex includes a section for the enterprise to fill in, one for the educational institution and one for the apprentice. Section 4 of the ILP is a description of the project to carry out (when filling it in, try to be detailed with the description of learning outputs and competences).

BOX 5

Articles 3 – Responsibilities of the educational institution:

This article describes the commitments of the HEI. From the sample points that we have included, we should highlight four:

- a) the HEI has to appoint for each apprentice a supervisor who is prepared to work in a team with the enterprise's mentor and who is adequate for the apprentice's project, with knowledge in the specific work²
- b) the HEI is responsible for the creation of an Individual Learning Plan that is in line with the academic requirements, but always in conjunction with the enterprise and the apprentice,
- c) the HEI will keep track of attendance, and
- d) the HEI is responsible to keep the physical or electronic version of the "apprentice dossier" to keep all the documentation of the apprentice (i.e. the agreement, the ILP, any assignments submitted, track of results in exams, reports from the enterprise, notes from meetings, etc.).

BOX 6

Article 4 – Responsibilities of the enterprise:

This article describes the commitments of the enterprise. From the sample points that we have included, we should highlight six:

- a) the enterprise has to allow the apprentice to attend exams and propose a set of working hours that do not collide with the apprentice's academic requirements of attendance, despite it may not be their legal obligation,
- b) the enterprise will keep track of attendance,
- c) the enterprise has to appoint for each apprentice a mentor who is prepared to work in a team with the HEI's supervisor and who is adequate for the apprentice's project, with knowledge in the specific area of work and at least the same academic level as the qualification that the apprentice is seeking²
- d) the enterprise is responsible for contributing to the creation of the Individual Learning Plan that the HEI designs,
- e) the enterprise is responsible to pass physical or electronic documents to the HEI to develop the "apprentice dossier" which keeps all the documentation of the apprentice (i.e. the agreement, the ILP, any assignments submitted, track of results in exams, reports from the enterprise, notes from meetings, etc.), and
- f) the enterprise also commits to offer to the apprentice a safe and healthy environment to work in – also needs to abide by the laws or regulations covering the rights of individuals with disabilities or/and laws for social inclusion.

² ApprEnt strongly recommends to prepare supervisors/mentors with adequate training focused to staff working with HEA apprentices. Please refer to the [ApprEnt CPD training course for HEA mentors and supervisors](#) for further details.

BOX 7

Article 5 – Responsibilities of the apprentice:

This article describes the commitments of the apprentice. From the sample points that we have included, we should highlight four:

- a) the apprentice will
 - ▲ follow the internal rules of the enterprise
 - ▲ perform diligently
 - ▲ observe professional secrecy – information about the work development cannot be shared with anyone apart from with his/her HEI supervisor,
- b) the apprentice will create and keep a diary to record achievements at different levels and application of theory into practice – this diary will be made available to the supervisor and the mentor at any moment and excerpts can form part of the apprentice dossier kept at the HEI,
- c) the apprentice will contribute to the creation of the Individual Learning Plan that the HEI designs, and be proactive and informative so the final document is accurate and adequate,
- d) the apprentice will justify any absence liaising with the mentor and the supervisor and informing them about it.

BOX 8

Article 6 – Evaluation and certification of skills:

Point one of this article prompts users to review the internal provision for evaluation and adopt it – you need to take into account the learning outcomes and acquirement of skills, the different criteria observed at different times of the programme and also penalties, when needed.

An important part of the evaluation is the “apprentice dossier”, which collects all the evidence of progress and work done and that is put together at the HEI with the collaboration of the mentor and the apprentice.

This article needs to spell out the minimal conditions required to pass the HEA programme (attendance, dedication, etc.).

You can also include in this article any regulation connected to the need and conditions for final exam(s) to prove the achievement of learning outcomes according to the Individual Learning Plan. In section 5 of the ILP there is space to detail methodologies of assessment, including behaviour, and resolution of situation, even suspension.

One important point in this article is point 5, where you can describe what happens in the case that an apprentice does not fully achieve the minimum requirements to obtain his/her award. Do you want to grant the apprentice another chance? Do you want to offer the apprentice an alternative award?

BOX 9

Article 7 – Follow-up and monitoring:

We want to highlight the importance of collaboration and good exchange between the HEI and the enterprise. Both the supervisor and the mentor should feel they are a team, together with the apprentice. Whereas not always is possible to meet face-to-face, periodical communication (via email or virtual meetings, for example) are important and could help improving the results of the apprentice.

BOX 10

Article 8 – Financial provisions and remuneration of the apprentice:

Although we are aware that not all the countries in Europe see as an essential part of the HEA programmes the provision of economic compensation for the apprentices, the ApprEnt consortium highly recommends to build any new programme of this type foreseeing some remuneration for the apprentice. This is an essential characteristic of this kind of programmes. Whether this remuneration comes in the form of a grant paid by a public authority or in the form of a salary or contribution paid by the enterprise is an issue to deal with according to the specific context and resources available: HEI-enterprise collaborations have to discuss and decide how to do it. In case the remuneration is provided in the form of a salary, the enterprise will have to follow the national legislation in force. This article is also connected to section 6 of the ILP, where full details of the contract are requested.

BOX 11

Article 9 – Applicable Labour Law:

Users need to refer to their national legislation and insert in the agreement the relevant sections. This is also very much connected to section 6 of the ILP.

One point to be aware of in this article is connected to the possibility that an apprentice is recruited afterwards as full member of staff of the enterprise where the workplace learning has taken place. The agreement should indicate if this apprenticeship period would be considered as trial period and/or if this period would count for seniority within the company. It should also be clarified how/if it influences retirement age. These aspects have to be discussed within the enterprise and agreed upon.

BOX 12

Article 10 – Modification and termination of the agreement:

Any changes of the agreement should be discussed, agreed and signed by the three parties: the enterprise, the HEI and the apprentice. Our recommendation is that the relevant legislation or national laws are copied in the text to reinforce the article.

BOX 13

Article 11 – Nature and resolution of disputes:

The text in this article is very general. It is important to identify the right way of resolving disputes according to national legislation and introduce the description to your agreement. HEIs and big companies should be able to help with this article as they use this kind of article in most of their official contracts and agreements.

BOX 14

Dating and signing of the agreement:

As explained in Box 1, we highly recommend to ask the apprentice to sign the agreement. This should take the relationship a step further and should make the apprentice feel more responsible and aware of the expectations and objectives to fulfil. The agreement, therefore, should be printed in triplicate and get signed by the three parties.

The Individual Learning Plan has the same format, with three signatures, to ensure that the three parties agree with the plan and have information of the involved individuals, which will also help them to establish communication protocols, for example.

Annex 1 – Sample Model

This sample integrates all the recommended points but is not a real model (i.e. it has not been used by anyone yet). The objective of writing it is that readers can see a way of wording the suggestions done in the guide. You are invited to use it to build your own model afterwards.

This Agreement is made by and between:

- ▲ Ms/Mr [XXX], position [XXX], acting in the name of and on behalf of the [University of XXX] (hereinafter the **institution**), tax identification number [XXX] and registered office in [street, number, post code, city];
- ▲ Ms/Mr [XXX], acting in the name of and on behalf of [Enterprise/Organisation XXX] (hereinafter, the **enterprise**), tax identification number [XXX] and registered office in [street, number, post code, city]; and
- ▲ Ms/Mr [XXX], hereinafter called the **apprentice**, identification number [XXX] and living in [street, number, post code, city].

The parties to this Agreement recognise herein the legal capacity of all those intervening as representatives and represented individuals, companies and entities, as explained above, to execute this Agreement and hereby state that in the framework of Higher Education Apprenticeship, programmes have to comply with the following six criteria:

1. learning alternates between a workplace and an educational or training institution
2. the programme has a strong tutoring/mentoring aspect both at work and in the HEI, where the employer and higher education institution in collaboration assume responsibility for providing instruction and meaningful learning opportunities at the workplace with a skilled person, in order to offer to the apprentice, the opportunity to acquire the knowledge, skills and competences needed in the profession
3. the programme is part of formal and/or continuing education and training
4. on successful completion of the programme, apprentices acquire a qualification or a part of a qualification and receive an officially recognised certificate
5. apprenticeships are based on a contract or formal agreement between employer and apprentice but, sometimes, can be based on a contract or formal agreement with the HEI
6. apprentices are contractually linked to an employee and to a HEI and receive remuneration in the form of wage, allowance or similar for their work

and, therefore, the **institution**, the **enterprise** and the **apprentice** state as follows:

ARTICLE 1 – Purpose of the agreement

The main purpose of this agreement is to define the conditions for partnership between the **institution**, the **enterprise** and the **apprentice** with the final objective of enabling the last one to obtain the [insert here the full title of the degree or training programme].

This agreement enables the **apprentice** to apply the knowledge acquired in his/her academic training, thereby promoting the acquisition of skills that will prepare him/her to perform professional activities, enhance his/her employability and foster his/her entrepreneurial ability.

ARTICLE 2 – Organisation of the apprenticeship scheme and individual learning plan

The practical part of the programme mentioned in Article 1 will take place in the premises of the **enterprise**. The starting and ending dates, number of hours, educational programme, goals and competences, evaluation, support action, and other details are annexed to the current agreement in the *Individual Learning Plan*³ that forms integral part of this agreement.

The timetable for the apprenticeship is established according to the characteristics and the availability of the **enterprise**. The timetables shall be compatible with the academic, educational, representation and participation activities of the **apprentice** as programmed by the **institution**. With respect to the duration of the apprenticeship itself, it will not exceed the maximum limit established in the applicable regulations.

ARTICLE 3 – Responsibilities of the institution

The **institution** commits to:

- ▲ Appoint an academic supervisor, who will monitor the correct development of the educational program, and will work with the mentor at the **enterprise** regarding any related issues or functions established by regulations.
- ▲ Create, for each **apprentice**, an *Individual Learning Plan* that includes the details referred to in Article 2.
- ▲ Provide the educational, material and human resources necessary for the apprenticeship programme, as described in the educational programme and *Individual Learning Plan*.
- ▲ Establish a monthly attendance certificate, based on attendance sheets issued by the **institution** that will make them available to the **enterprise**.
- ▲ Submit to the **enterprise** at the end of the apprenticeship period an annual attendance certificate signed by the **apprentice**.
- ▲ Create and keep an “apprentice dossier”, which will hold the current agreement, the ILP and any documentation and supporting materials relevant to the apprentice (e.g. submitted assignments, exams, periodical reviews of progress, etc.)

ARTICLE 4 – Responsibilities of the enterprise

The **enterprise** commits to:

- ▲ Organises the **apprentice**’s working time so that the educational programme and the training schedule are respected. The **enterprise** undertakes to allow the **apprentice** to attend all of the courses taught and assessment tests foreseen for graduation.
- ▲ Allow the **apprentice** to sit for his/her exams, since the collaborating entity understands that he/she is following a HE training programme.
- ▲ Allow the **apprentice** to exercise professional activities in relation to the qualification prepared.
- ▲ Appoint a mentor who will be responsible for welcoming, informing, guiding and evaluating the **apprentice** within the **enterprise**. The appointed mentor and the academic supervisor from the **institution** undertake to collaborate and exchange any information useful to the progress of the **apprentice**. The mentor will provide the academic supervisor with the final report on the **apprentice**’s performance. Said report

³ See Annex 2 of this document

must state the amount of time spent at the **enterprise**, the total hours and work performed, the extent of use and participation, **apprentice** performance and skills acquired.

- ▲ Check and notify the **institution** of the absences of the **apprentice**.
- ▲ Allow the **apprentice** to carry out all work related to his/her training, during the time spent within the **enterprise**.
- ▲ Collect and pass onto the **institution** any relevant documentation (e.g. pieces of work done such as reports or analysis, periodical reviews of progress, etc.) to be kept in the “apprentice dossier”
- ▲ Provide the resources and services required to ensure completion of the planned apprenticeship activities, in observance of all criteria relating to universal access and design for all people, as established by [INDICATE LAW on rights of persons with disabilities and their social inclusion].
- ▲ Comply with and enforce compliance of the corresponding health and safety rules established by the selected **enterprise**, and inform and train the **apprentice** to ensure his/her compliance with and respect for those rules.

In the event of a work interruption, the **enterprise** undertakes to immediately inform the **institution** and to send a copy of the notice of work interruption.

In the event of termination of the apprenticeship contract, the **enterprise** undertakes to notify in writing the **course provider**, the funding body and any other competent authorities.

For the purposes of the connection between internal training and external training, in relation to apprenticeships aimed at obtaining the detailed degree mention under Article 1, in-service training can be provided for the academic supervisor and the company mentor for sharing of planning, experience management and evaluation of results.

ARTICLE 5: Responsibilities of the apprentice

The **apprentice** shall abide by the internal rules of the **enterprise** and follow the directions received from the person in charge.

The **apprentice** shall perform the assigned tasks diligently, and for that purpose they will observe professional secrecy during their stay and once it has concluded.

The **apprentice** will keep a diary or detailed notebook where he/she will explain:

- a) things that he/she has learnt,
- b) things that he/she knew but has been able to apply in real cases,
- c) notes to remember that will make his/her performance better.

This diary has to be kept up to date and available to be shown to the mentor or/and the supervisor in case any of them request it. This diary is a tool to discuss and demonstrate his/her progress and achievement of competences. This diary will be part of the “apprentice dossier” kept by the **institution**.

In the event of absence, the **apprentice** will be required to provide justification to the corresponding **institution**. The rules for leaves of absence will be agreed on by the mentor and the supervisor, in all cases with regard to the permits to which the **apprentice** is entitled, in accordance with the prevailing legislation.

ARTICLE 6: Evaluation and certification of skills

1. The **institution**, in compliance with the provisions in force on evaluation issues provided for by the sector regulations and by the respective legal systems and in collaboration with the **enterprise**, defines in the individual learning plan:

- a) learning outcomes, in terms of theoretical and practical skills;

- b) the criteria and methods of initial, intermediate and final assessment of learning and, where applicable, behaviour;
 - c) any realignment, support and recovery measures, even in cases of suspension of the judgment.
2. On the basis of the criteria referred to above in point 1 of article 6, and compatibly with the provisions of the respective legal systems, the **institution**, with the support of the **enterprise** (for the part of the workplace) carries out the monitoring and evaluation of the learning, also for the purposes of admission to the final exams of the apprenticeship courses, it highlights them in the “apprentice dossier” and communicates the results to the **apprentice**.
3. To be entitled to the final evaluation and certification referred to in this article, the **apprentice**, at the end of his/her apprenticeship programme, must have attended at least three quarters of the time dedicated to the academic content and at least three quarters of the time dedicated in the workplace, as specified in the individual training plan. Where provided for in the respective legal systems, the frequency of three-quarters of the total hours of internal training and external training referred to in the individual training plan is a minimum requirement even at the end of each year, for the purposes of admission to the following year.
4. The final examinations of the apprenticeship courses are carried out, where required, in application of the current regulations relating to the respective legal systems, also taking into account the evaluations expressed by the academic supervisor and the company mentor in the individual file referred to in point 2 of article 8 and in operation of the learning outcomes defined in the individual training plan.
5. In the case the apprentice does not fulfil the minimum requirements to obtain the award specified in the current agreement and Individual Learning Plan, the institution with the agreement of the enterprise will offer him/her the possibility to:
 - a) Re-sit the exams? extend the workplace period to finish the project? or...
 - b) Offer a lower award or some sort of recognition
6. The **apprentice** in the current apprenticeship programme is guaranteed the right to validate competences even in cases of early termination or termination of the present agreement and/or its related contract, starting from a minimum period of work of three months from the date of employment.

ARTICLE 7: Follow-up and monitoring

For good coordination, follow-up and optimum development of the actions, the persons in charge of both the **institution** and the **enterprise**, along with the academic supervisor and the company mentor, will be in regular contact, will arrange to meet whenever necessary (face-to-face or virtually), and will undertake to solve by mutual agreement any incident that might occur during the completion of the actions included in this Agreement.

ARTICLE 8: Financial provisions and Remuneration of the apprentice

The **apprentice** is paid on the basis of an employment contract according to national current labour laws. At the end of the workplace period, if the **apprentice** and the **enterprise** want to continue with the current agreement, the remuneration and other necessary conditions shall be agreed upon and an addendum detailing this extension should be added as Annex to the original agreement.

The contracting parties are aware and consider that the apprentice remuneration may not be lower than the minimum wage established by the national current labour laws. In case the national minimum wage increases and the **apprentice**'s remuneration is lower, the **apprentice**'s remuneration will be raised immediately accordingly (if necessary retroactively).

ARTICLE 9: Applicable Labour Law

HERE INSERT PROVISIONS as to obligations related to an employment contract, and referring to the fact that the implementation of apprenticeships cannot be used as a substitute for regular job positions.

In the event that the apprentice joins the staff of the collaborating entity at the end of his/her apprenticeship programme, the apprenticeship period shall / shall not be counted for the purposes of seniority within the company, or shall serve as the trial period, except when the applicable collective agreement expressly stipulates otherwise.

ARTICLE 10: Modification and termination of the agreement

This Agreement may be modified by unanimous agreement of the three parties; any modification will be formalised in a corresponding addendum that will be attached to this agreement and be integral part of it.

This Agreement will terminate on completion of the actions included herein, or if there are grounds for termination. Grounds for termination are contained in article XXX of Law XXX. If at the moment of resolution, the **apprentice** is enrolled in an apprenticeship programme and still engaged with the **enterprise**, the Agreement will continue to have full effect until it is terminated.

In the event of termination of the Agreement, the decisions required to ensure appropriate settlement will be adopted, including any compensation from the defaulting party.

ARTICLE 11: Nature and resolution of disputes

Any discrepancies in relation to the interpretation, development, modification, resolution and effects that might arise from the application of this Agreement shall be resolved by agreement of the three parties. If no such agreement is reached, litigious matters will be heard by the courts of the corresponding jurisdictional order.

As proof of compliance with what has been agreed, both parties sign all the pages of the agreement, in triplicate, at the place and on the date stipulated in the heading of this agreement.

Done at [XXX], on [DAY/MONTH/YEAR]

For the enterprise	For the institution	For the apprentice
Name SURNAME	Name SURNAME	Name SURNAME
Position	Position	Identity number
signature and stamp	signature and stamp	signature

Annex 2: Sample Individual Learning Plan Form

This sample integrates all the recommended points that need to be included in an Individual learning plan (ILP) form. In case you remove parts from this ILP, please be aware that you might need to include those aspects in the Agreement.

INDIVIDUAL LEARNING PLAN (ILP)

Towards the qualification.....

SECTION 1: ENTERPRISE
General information
Business name
Registered office
Operational headquarters
Registration number
VAT number
Telephone
E-mail
Fax
Legal representative
Name and surname
Identity number
Appointed Mentor
Name and surname
Identity number
Telephone
E-mail
Employment level/title: Subject of the assignment: Area of expertise:
Years of experience
SECTION 2: EDUCATIONAL INSTITUTION
General information
Official name
Registered office
Operational headquarters
Registration number

VAT number
Telephone
E-mail
Fax
Membership network (if any)
Legal representative
Name and surname
Identity number
Academic supervisor
Name and surname
Identity number
Telephone
E-mail
Employment level/title: Subject of the assignment: Area of expertise:
Years of experience

SECCION 3: APPRENTICE

Personal data

Name and surname
Identity number
Nationality
Number and deadline of residency permit (if applicable)
Last level of study attended and year of attendance
Full title of the highest qualification acquired:

Additional experiences

Traineeships/ Internships	from ___/___/___ to ___/___/___ at _____ description _____
Apprenticeship	from ___/___/___ to ___/___/___ at _____ description _____
Work	from ___/___/___ to ___/___/___ at _____ description _____

Other	from ___/___/___ to ___/___/___ at _____ description _____
Validation of incoming skills⁴	
Description of the procedures for providing the validation service	
Description and evidence of the acquired competences and of the evaluations carried out	
Description of validated skills	
Possible re-determination of the duration of the agreement and of the contents of the path under consideration of acquired skills or of the duties assigned within the contractual framework	

SECTION 4: APPRENTICESHIP PROJECT

Description of educational activity:
Duration of workplace training:
Place of development of the training activity:
Delivery methods of the training:
Learning outputs to be achieved by the end of the training:
Competences to be acquired by the end of the training:
Other outputs or competences envisaged that, although not mandatory, will be acquired during the work placement:

SECTION 5: EVALUATION OF LEARNING

Description of the criteria and methods of initial, intermediate and final assessment of learning and, where required, behaviour, as well as related realignment, support and recovery measures, even in cases of suspension of judgment
--

SECTION 6: LEGAL CONTRACTUAL ASPECTS

Expected date of incorporation:
Contract duration (in number of hours)
Expected date of finalisation:

⁴ For "identification and validation of competences" we hereby mean the process that leads to the recognition, by the body entitled in accordance with the law, of the skills acquired by the person in a formal, non-formal or informal context.

Description of the contract applied according to national law Contractual level At entry _____ At the end of the contract _____
Type of contract <input type="checkbox"/> Full time <input type="checkbox"/> Part time (specify _____)
Remuneration/Grant (euros p/month)

Done at [XXX], on [DAY/MONTH/YEAR]

For the enterprise Name SURNAME Position signature and stamp	For the institution Name SURNAME Position signature and stamp	For the apprentice Name SURNAME Identity number signature
--	---	---



Refining HE Apprenticeships with Enterprises in Europe

Higher Education Apprenticeship (HEA) programmes are a resourceful system to give students both academic and practical experience at higher level. The important distinguishing part of these programmes is that universities and enterprises work together to form the professionals who will access the labour market, making sure that the skills are not only learnt but also practised in real working environments.

Learning in a workplace helps the apprentices gain the experience that young students have not acquired yet, enabling them to put into practice the theory that they have been studying.

It is important to design a good agreement that protects and highlights the role and responsibilities of each of the parties involved: the HEI, the hosting company and the apprentices themselves.

This document is a guide for users to design their own model agreement to use in apprenticeship programmes. It aims at giving the reader insights and ideas in designing this important document. The guide gives enough flexibility to be adapted to any institutional, regional or national requirement and highlights the elements that, from the project's experience, need to be included in such document.

