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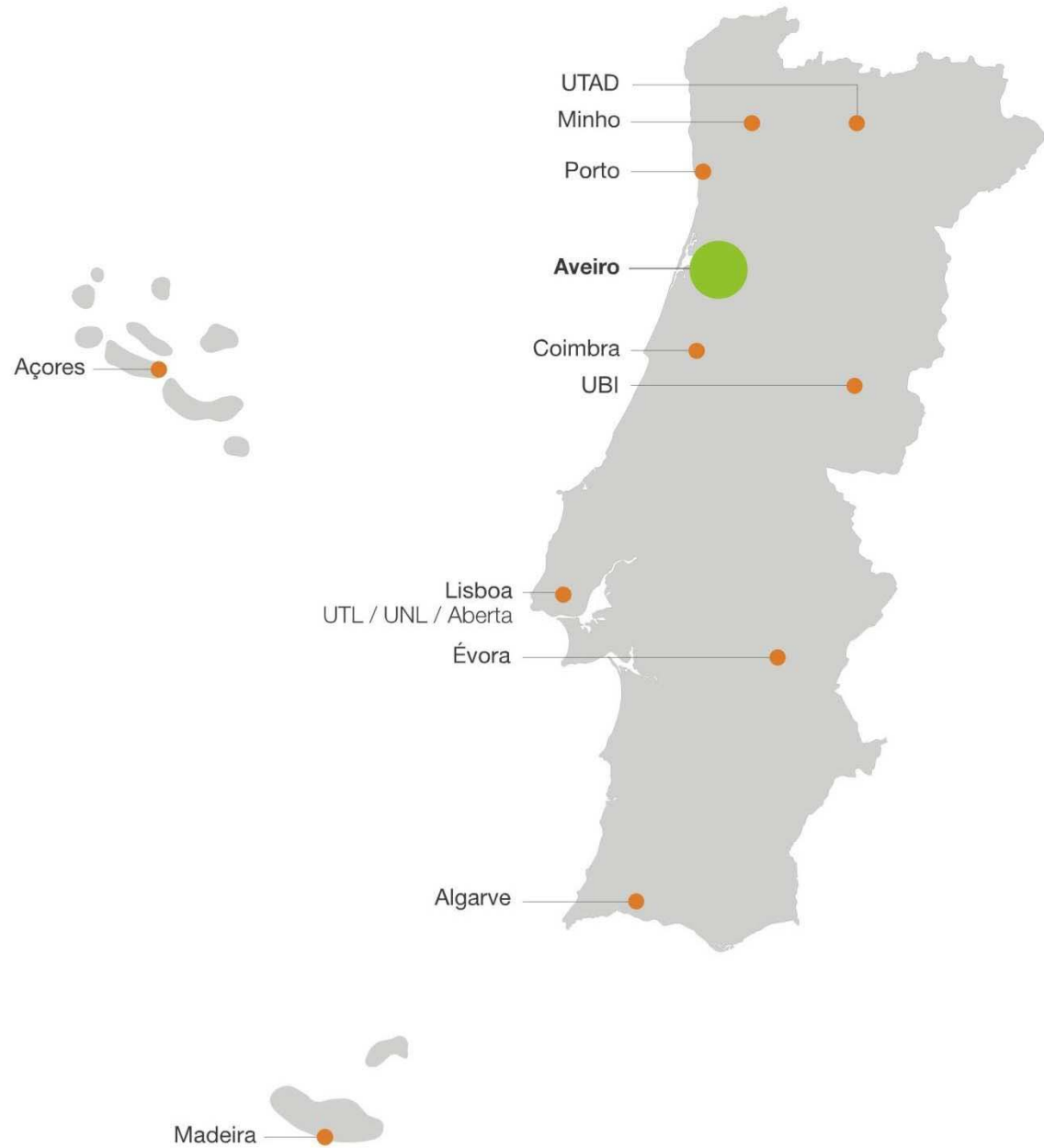
European Universities: a model to continuing formation

ALLUME – Case Study Aveiro University, Malta 5.0.2010

Public Portuguese Universities

UTAD
Minho
Porto
Aveiro
Coimbra
UBI
Açores
Lisboa
UTL / UNL / Aberta
Évora
Algarve
Madeira

University of Aveiro (1): case study

The University of Aveiro case study refers to the
specialized technological programs (CETs)
that were set up in 2002.

- ❑ **Profession-oriented**, promoting a training path that combines qualifications and professional skills and competences leading to a level 4 vocational qualification certificate, these programs are delivered in partnership
- ❑ One of the partners is mandatorily a Higher Education Institution; other partners include local councils, secondary, technical and professional schools, and centres for professional development.

University of Aveiro (1): case study

- ❑ **In the partnership there must be companies, professional and employers <u>associatio</u>ns. A trade mark of the program is <u>training in a work context</u>.**
- ❑ **The regulation of access, the principles of APL and APEL, are <u>regulated by a 2005 law </u>that also makes provision for the use of ECTS credits and the recognition of CET credits <u>for further studies</u>.**
- ❑ **These programs are open to <u>students</u> that have completed secondary education, or have a level 3 vocational qualification or equivalent and also to adults over 23 years of age; in this case APL or APEL applies.**

University of Aveiro aims to be

- a central partner of the Inter-Municipal Community of the Aveiro Region, and the wider vicinity,

- namely through the CET programmes, adequate strategies dedicated to LLL

- and to the (re)qualification of the workforce.

In order to do so, we mean

■ to include a <u>higher proportion of Non-Traditional Adult Students</u> (NTAS), namely through the implementation of the next phase of the Bologna Process, regarding the Recognition of Prior Learning (RPL), and improving the conditions of access for new publics.

■ to be an institution where <u>guidance and counselling are available to all students</u>, including, in particular, time management skills, competences acquisition and development in their University path, as well as group work methodologies, stress management skills and other skills necessary for increased autonomy in academic work.

These goals will be <u>developed over the next 4 years</u>

Our top priorities are:

- to <u>consolidate</u> what has already been achieved, collecting disperse information and providing a global overview of the University's LLL offer

- to <u>develop</u> proper mechanisms of RPL

- to <u>create an LLL unit</u> dedicated to programs that are part of graduate and post-graduate studies and articulate it with the unit (UNAVE) already set up which promotes an ad hoc offer and vocational programs

The **first step** is to <u>bring together the disperse activities</u> and initiatives which are being developed, to <u>disseminate information</u> about these activities and initiatives within the institution and in the wider community, and to <u>promote</u> new initiatives.

This was one of the eye-openers we found during the case study production, since when doing it we became aware of the difficulties we are really facing.

When regarding the **second step,** the official Regulation is already approved.

Now we must promote the mechanisms that will turn procedures effective and eventually provide some formation on the subject.

Another eye-opener – the resistance some colleagues present to the RPL implementation.

University of Aveiro (4) steps

The **third step**, the new unit, UINFOC, will be the cornerstone in this process.

Under the scientific guidance of two university teachers, 4 members of administrative staff and a scholarship student in the field of NTAS, is working towards the consolidation of this area, in direct collaboration with the Rector a Vice-Rector and a Pro-Rector.

The task of this unit is to promote continuing and lifelong learning, enabling and facilitating communication and cooperation between the university departments and schools, and between these and local authorities, businesses, other institutions and society as a whole.

This was of the challenges identified during the case study visit: it is very ambitious.

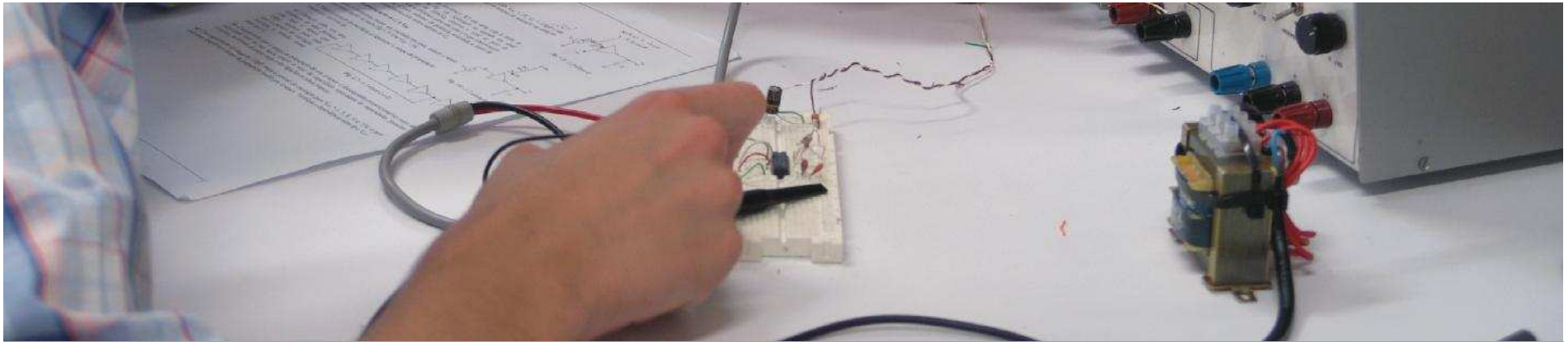The <u>conditions to meet</u> are institutional, formative and logistical.

- The first of these have already been undertaken.

- Next we must promote a favourable climate and conditions within the institution for the consolidation and development of LLL activities

- Thirdly, we must provide the logistical support in terms of human, physical and financial resources, including installations which are easy to reach and accessible.

University of Aveiro (5): goals

Priority goals:

- consolidation of the LLL activities which are ongoing in the institution

- the development of proper RPL mechanisms

- the creation of a versatile LLL unit able to give visibility and status to this area, coordinate diverse activities and articulate between different entities, promoting internal cohesion and attracting new publics

Do's:

- sensitize the University and Academic Community and the wider community towards the relevance of LLL
- assemble wills, make them operational
- activities, diagnose/identify local and regional needs
- disseminate what we do
- stimulate pro-active volunteers in the LLL process, that can be presented as "show-cases"
- promote and disseminate examples of excellence

Don't:

- ignore the existence of different realities between the NTAS and regular students

- forget to promote all LLL initiatives

- neglect the needs of different publics.

- fail to provide professional development for teachers according to the needs of different publics

- *try to do everything at once*

University of Aveiro (7): key turning points

❑ The major key turning point was the rector vision.

❑ The decision, taken and assumed by the hierarchy to explicitly implement LLL in the University

❑ The initiative of gathering a team of motivated professors to do the job

❑ The decision to "blow the whistle" in order to give the starting sign on the activities identified as fundamental and structural to accomplish the purposes.