

**CASE STUDY: FINAL VERSION**

**VERSION OF LUCILIA SANTOS (UNIVERSITY OF AVEIRO, PT)  
VISITED BY FRANÇOISE DE VIRON (UNIVERSITY OF LOUVAIN, BE)**

**UNIVERSITY FACTSHEET**

|   |  |
|---|--|
| University Title  | Universidade de Aveiro   |
| Location/country  | Aveiro, Portugal   |
| Public or private   | Public   |
| Year when the institution was founded                             | 1973   |
| Number of overall students of the institution                     | 14.701 students  |
| Degree/non-degree   | Non-available  |
| Number of academic/research and non-academic/administrative staff | Academic: 1132 (1018 teachers and 114 researchers)<br>Non-academic: 514  |
| Number of faculties   | 14 Departments and 4 Polytechnic Schools. Areas of Arts and Humanities, Social and Economic Sciences, Technologies and Engineering Sciences, Natural and Exact Sciences, Education, and Health |
| Kind of degrees offered (if possible including EQF)               | Bachelor (50)<br>Master (56)<br>Doctoral (23)  |
| Date of the Case Study  | December 2010  |

**UNIVERSITY-SPECIFIC BEST PRACTICES IN RELATION TO THE  
10 COMMITMENTS**

| Commitments  | Aveiro University                  |
|--|------------------------------------|
| 1 Embedding concepts of widening access and lifelong learning in their institutional strategies                          | 3 (mission, vision and priorities) |
| 2 Providing education and learning to a diversified student population   | 4 (LLL path) and 8                 |
| 3 Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners | 4                                  |
| 4 Providing appropriate guidance and counselling services  | 3.1 - vision                       |
| 5 Recognising prior learning   | 2                                  |

|  |    |
|--|----|
| 6 Embracing lifelong learning in quality culture   |    |
| 7 Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning             | 4  |
| 8 Consolidating reforms to promote a flexible and creative learning environment for all students                             | 5  |
| 9 Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes | 8  |
| 10 Acting as role models of lifelong learning institution  | 10 |

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## 1. Basic Information

Institution: Universidade de Aveiro .....

Country: Portugal.....

### Staff involved with the Case Study of the institution:

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|---|---------------------|------------------------------|----------------------|
|   | Manuel Assunção     | Rector                       | massuncao@ua.pt      |
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|   | Eduardo Silva       | Vice-rector                  | eafsilva@ua.pt       |
| 3 | First and last Name | Job Title/role               | Email                |
|   | Gillian Moreira     | Pro-rector                   | gillian@ua.pt        |
| 4 | First and last Name | Job Title/role               | Email                |
|   | Lucília Santos      | President of the M23 process | Lucilia.santos@ua.pt |

(Please provide more lines if necessary)

### Staff and other stakeholders involved in the case study preparation of the University:

| 1 | First and last Name               | Job Title/role   | Email                     |
|---|-----------------------------------|--|---------------------------|
|   | Elsa de Almeida / Carlota Brandão | Administrative staff   | elsa@ua.pt/ carlota@ua.pt |
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| 3 | First and last Name               | Job Title/role   | Email                     |
|   | Niall Power                       | Coordinator of the Area of Mobility and Professional Integration of the University of Aveiro | niall@ua.pt               |

(Please provide more lines if necessary)

## **2. Brief Analysis of the Case-Study process (key-questions):**

- To what extent was the report discussed within the institution?
- How would you describe the Case Study process (what were positive aspects and encountered difficulties)?

The report was discussed at rectory level, with the participation of the Mission Group for LLL.

The University of Aveiro case study refers to the specialised 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. In the partnership there must be companies, professional and employers associations. A trade mark of the program is training in a work context.

The regulation of access, the principles of APL and APEL, are regulated by a 2005 law that also makes provision for the use of ECTS credits and the recognition of CET credits for further studies. These programs are open to students 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.

As positive aspects we can refer, on one hand, to the promotion of technical and vocational education among youngsters, and the return of mature persons to professional requalification, as well as the improvement of the cooperation between the University and the main economic sectors of the regional economy. These programs also contribute to the development of the region.

On the other hand, the image of technological education and vocational training is also promoted, and the synergy between the different programs, run in different settings, provides an optimised management of resources: a global awareness is being built within the University Academia.

As difficulties, the negotiation with the different partners, with in some cases conflicting interests can be quite challenging. But the main constraints come from administrative procedures – in particular the gathering of disperse information and time for the allocation of the financing. For some time, these timings made it impossible to start the programs at the beginning of the academic year, but these are being overcome. It must also be mentioned that, even if their numbers are decreasing, there are still at the University professors that consider this activity as a less important mission.

### 3. Universities LLL-Vision& Mission& goals

3.1. Please briefly describe the overall University Vision<sup>1</sup> concerning ULLL

3.2. What is the Mission<sup>2</sup> of the institution towards ULLL?

3.3. What are the goals<sup>3</sup> of the institution towards ULLL? What is the schedule for these goals?

3.4. Amongst these goals, please choose the 3 LLL priorities for the next coming years until 2015

#### 3.1 Vision

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.

#### 3.2. Mission

“To create knowledge, to expand the access to knowledge in benefit of people and society, through research, teaching and cooperation; to assume a project of global education of the individual; to be an actor on the construction of an European space of research and education, and a model of regional development based on innovation and on the scientific and technological knowledge.”

#### 3.3. Goals/schedule

To include a higher proportion of Non-Traditional Adult Students (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 guidance and counselling are available to all students, 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 developed over the next 4 years.

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<sup>1</sup> **Vision:** Defines in a few words the desired or intended future state of the institution in terms of its fundamental objective and/or strategic direction in a long term view.

<sup>2</sup> **Mission:** defines the fundamental purpose of the institution, basically describing why it exists and what it does to achieve its Vision.

<sup>3</sup> **Goals:** what do we want really? There are a lot of ‘similar’ words in a strategic planning activity: desired end states, plans, policies, goals, objectives, strategies, tactics and actions.

### 3.4. Top 3 LLL priorities

To consolidate what has already been achieved, collecting disperse information and providing a global overview of the University's LLL offer; to develop proper mechanisms of RPL; to create an LLL unit 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.

*(Please expand the textbox as necessary to include all relevant information)*

#### 4. LLL-path of your institution

- **How can the process and progress on the LLL-path of your institution over the last 10 years be described? How would a time graph look like with the main decisions and a short description of them?**
- **What were key incidents/highlights/achievements during these 10 years?**
- **What are the obstacles and challenges met (solved/unsolved problems/failures) during these 10 years?**
- **Which kind of organisation has been built in structural/personnel terms?**

Over the last 10 years, the University of Aveiro has developed the implementation of the Bologna Process, and created (and implemented to some extent) initiatives such as: the CET programmes, already mentioned, Masters degrees and modules, and isolated disciplines (both ECTS credited and non-ECTS credited); open and distance learning (ODL) opportunities for University teaching and non-teaching staff; RPL procedures; LLL for adults over 23 years old; after work timetables and part-time study opportunities; professional development programs in educational and health areas, among others. In particular, UNAVE (University of Aveiro Association for Professional Training), an interface unit for continuing education, created in 1986, has been diversifying and intensifying its professional certification offer.

More recently, the “Fábrica – Centro Ciência Viva” (which represents the University of Aveiro in the national network of “Living Science Centres”, coordinated by the Ministry of Science, Technology and Higher Education, and aims to disseminate scientific and technological culture among the Portuguese population) has been developing initiatives for pre-school, primary and secondary school students, adult and family publics. These are expected to become LLL ECTS-credited courses in the near future.

A time graph would look like a ramp with an increasing slope over the last 3 years, as the degree of motivation for LLL in the institution and the involvement of teaching and non-teaching staff has increased.

Apart from funding, which is always a (problematic) issue, the main difficulties have come from the level of effort put into assembling and managing disperse information and initiatives, and from some resistance to the recognition of LLL activities as regular ones.

Until recently, CIFOP – the Integrated Centre for Teacher Education, directly dependent on the Rector, accommodated the NTAS (over 23s) “one shop stop” that was implemented in 2006, as well as professional development programs for teachers and health professionals, among other initiatives. Currently, the recently created Integrated Unit for Continuing Education (UINFOC), 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 and a Vice-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.

*(Please expand the textbox as necessary to include all relevant information)*

#### **5. LLL-future at your institution**

- **How do you see the future perspective of your institution?**
- **How do you plan to reach your goals (described under 3.3.)**
- **What are the next steps?**
- **What are the conditions to meet?**
- **Which trends have an influence on your institution?**

In the future, we hope to see our institution with a strong and dynamic LLL sector as an important component of its identity and capacity to attract students and to serve the community.

To reach our goals, the first step is to bring together the disperse activities and initiatives which are being developed, to disseminate information about these activities and initiatives within the institution and in the wider community, and to promote new initiatives. The new unit, UINFOC, will be the cornerstone in this process.

The conditions to meet 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. And thirdly, we must provide the logistical support in terms of human, physical and financial resources, including installations which are easy to reach and accessible.

As relevant trends, we can identify local and regional economic factors, funding and innovation needs, and the demographic landscape. A favourable national and international climate towards LLL should be acknowledged. The geographical vicinity of two large and dynamic classical universities requires a high level of competitiveness and is always a factor to be taken into account.

*(Please expand the textbox as necessary to include all relevant information)*

**6. Funding systems of the institution and the LLL activities**

- Please explain how is your University’s definition of LLL – do you follow a more holistic perspective for the whole institution or do you have in financial terms different budgets allocated? If you have not a separate LLL funding stream, then please give the information on the total University budget and give an indication on how you define and measure in your University (also including services & provisions)

The funding sources are Not-for-Profit Private entities, private enterprises, student fees, and public funding, along with EU funds, but we do not have a specific and/or separated funding stream for LLL.

The subject will be on the table very shortly, but up to now there has been no specifically allocated funds for LLL activities.

We have no information available.

*(Please expand the textbox as necessary to include all relevant information)*

Please try to fill out the two tables below:

**Table 1:**

|                                   | Please specify the year | University’s Total Budget | LLL Total Budget | Research Budget |
|-----------------------------------|-------------------------|---------------------------|------------------|-----------------|
| Approximately-10y ago (e.g. 2000) |                         |                           | 0                |                 |
| Approx. 5y ago                    |                         |                           | 0                |                 |
| Current                           |                         |                           | 0                |                 |
| Future                            |                         |                           | ?                |                 |

**Table 2:**

| Sources of income      | Current University’s Total Budget | LLL Total Budget |
|------------------------|-----------------------------------|------------------|
| Public                 | ... %                             | ... %            |
| Student fees           | ... %                             | ... %            |
| Industry               | ... %                             | ... %            |
| Research               | ... %                             | ... %            |
| Other (please specify) | ... %                             | ... %            |
| <b>Total</b>           | <b>100%</b>                       | <b>100%</b>      |



- **What are the allocation procedures within the institution? Who decides what and how? In general? Who controls the income?**
- **Approximately what percentage of the budget could be used by the institutional leadership to implement new initiatives?**
- **What does the institution perceive as strengths and weaknesses in terms of its funding, and how could weaknesses be remedied and strengths be further enhanced?**
- **Which trends/future perspectives you see for the funding streaming?**

The Coordination Council, the Rector and the Management Council decide the procedures and the whole funding allocation policy.

Regarding trends and future perspectives, we can identify strengths coming from the interaction with enterprises, the very high quality of the services provided, and the initiatives of the University in finding partners at a formation level.

As weaknesses the dependence on public funding and the difficulties known in producing self income.

*(Please expand the textbox as necessary to include all relevant information)*

## **7. Institution's/ LLL-Staff**

- 1. Do you have staff who are described as LLL staff – if so, please describe their functions and positions**
  - **How many are internals/externals?**
  - **How many full and part time staff?**
  - **How many persons are involved in total with the LLL-provisions in your institution?**

So far we have no staff who are specifically designated as LLL staff. We have internal and external contributors to LLL. The former combine LLL with their other activities; the latter come mainly from secondary schools, which provide teacher education, and from enterprises, providing professional training.

In the different units that provide some LLL, we have about 16 internals, 19 external, all in part time, and 15 administrative staff, all in full time.

The total number of persons involved in LLL in the institution as a whole is larger than the 50 mentioned above, due to the many activities which are promoted by regular staff and others that are developed within European projects on LLL, for example.

*(Please expand the textbox as necessary to include all relevant information)*

## 8. Institutions/ LLL-Target groups & Services

- At which target groups are your provisions aiming?
- Which are the most interesting target groups for your institution and why?
- Which kind of support services are established for the target groups and how effective are they enhancing their achievements?

Our target groups are the 23+, 50+, 65+ age-groups, on one hand, and unemployed, or low-skilled workers on the other.

In the short term, we aim to meet the needs of the considerable percentage of the population who have not completed secondary education, and the 23+ age-group. In the medium to long term, the needs of qualified people from enterprises looking for updating and refresher programs, and workers requiring specialized or career management training, will be met.

So far only the 23+ program has personalized orientation and guidance. However, the university's social welfare services provide support which is extensive to all students and the pedagogical support office provides help with stress management and individual guidance regarding social and study needs.

*(Please expand the textbox as necessary to include all relevant information)*

## 9. In depths SWOT-Analysis<sup>4</sup>

- On the basis of the 3 priority goals, please complete a SWOT Analysis to assess your institution's capacity to further develop into a LLLU (please provide your institutions definition of a LLLU or give a explanation to which concept you refer (BeFlex+/LLL- Charter, etc)

Although our institution does not yet have its own LLLU definition, it is fair to say that LLL is moving towards the centre of the institution's identity and vision as it becomes an integral component of the role and function of higher education institutions today.

For this purpose, the institution has established as priority goals the consolidation of the LLL activities which are ongoing in the institution, the development of proper RPL mechanisms and 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

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<sup>4</sup> A SWOT analysis must start with defining a desired end state or objective. The aim of any SWOT analysis is to identify the key internal and external factors that are important to achieving the objective. These come from within the company's unique value chain. SWOT analysis groups key pieces of information into two main categories: internal factors (S W) and external factors (O T):

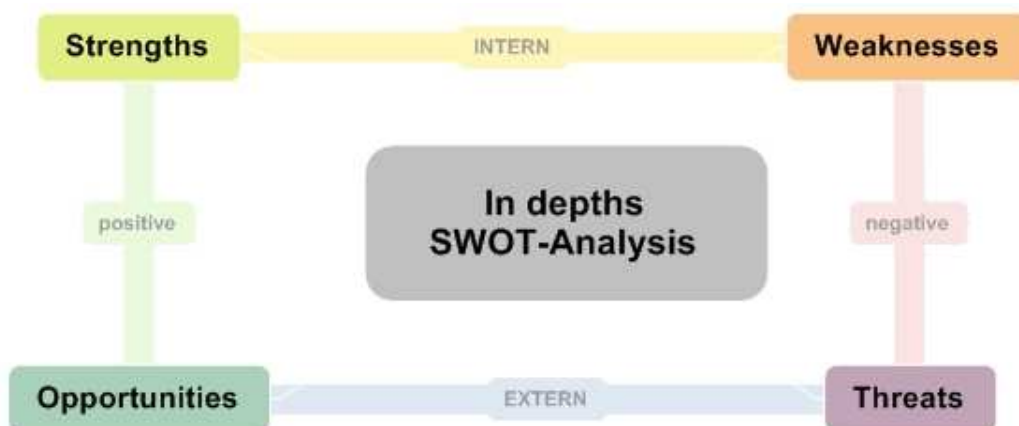
The institution's main strengths, weaknesses, opportunities and threats are identified in relation to these priorities.

S – institutional willingness and capacity; competences and determination of human resources,, university image and prestige; physical spaces and equipment; integrated quality management system

W – attitudes towards LLL; inefficient information flow; absence of institutional structures; funding; insufficient human resources

O – NTAS at the HEI; professional certification; establishment of RVCC procedures; regional social and economic fabric; university visibility and prestige; university relationship with wider community; current national policies on LLL (e.g. 3-year Contract of Trust established with the Ministry of Science and Technology and Higher Education in 2010); international projects and networks ; ODL

T – economic conjuncture; resistance to LLL; competition from other institutions / entities *(please expand the textbox as necessary to include all relevant information)*



*(Please expand the textbox as necessary to include all relevant information)*

## 10. Conclusion

- please prepare a conclusion which summarises the strengths, weaknesses, opportunities and threats and offers a specific action plan to remedy weaknesses and to develop strengths
- please draft an overall sketch of your top 5 “Do’s and Don’ts” in the construction of a LLLU

Taking into account the existence, at the University of Aveiro, of capacities and competences, both at decision-making level and among teaching and non-teaching staff, for the implementation of a strong LLL unit, it is necessary to consolidate and extend existing activities and involve the academic community in the development of this area and in making it an integral component of the university's identity and function.

In this way we can overcome the shortness of funds to recruit specialized HR, orienting the services towards guidance and counselling, education and training of diversified publics, and intensifying and strengthening our relationship with the social fabric, enterprises and the IEPF (Portuguese Institute for Employment and Professional Certification), for instance.

A strong and versatile unit at the heart of the institution's LLL activity will thus improve the quality of this activity, make the institutional offer more visible and attractive, and help to combat the strong competition from neighbouring universities and other entities.

Do:

- sensitize the University and Academic Community and the wider community towards the relevance of LLL.
- assemble wills, operationalize 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.*

*(Please expand the textbox as necessary to include all relevant information)*