

THE GERMAN COUNCIL OF SCIENCE AND HUMANITIES (WISSENSCHAFTSRAT)
PROVIDES ADVICE TO THE GERMAN FEDERAL GOVERNMENT AND THE
STATE (LÄNDER) GOVERNMENTS ON THE STRUCTURE AND DEVELOPMENT
OF HIGHER EDUCATION AND RESEARCH.

NUREMBERG

31 03 2014

ASEM Expert Seminar

Why dual study programmes – Perspectives from academia

Dr. Sabine Behrenbeck

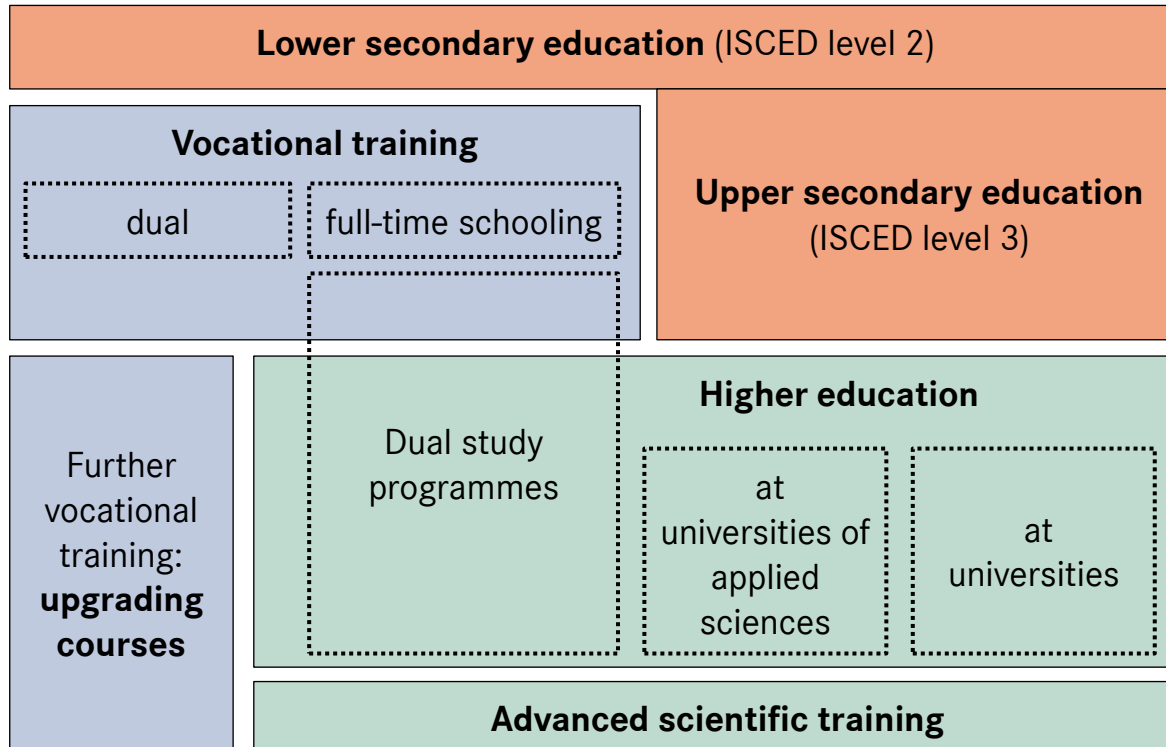
Head of Higher Education Department

German Council of Science and Humanities

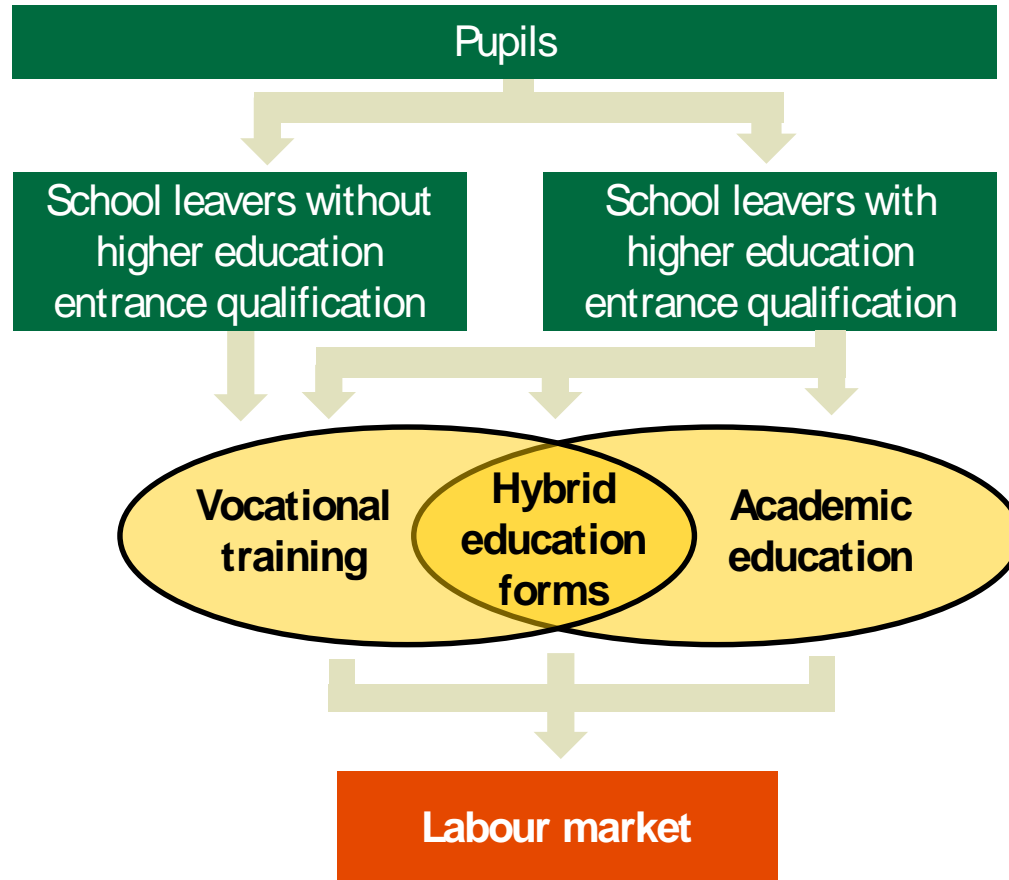
Structure of the Presentation

1. The German System of Vocational and Academic training
2. Status quo and specific characteristics of Dual Study Programmes
3. Classification and systematization of Dual Study Programmes
4. Quality Assurance
5. Perspectives and trends

1. The German System



1. The German System



2. Status quo and Specific Characteristics

- _ Dynamic growth of dual study programmes and high demand from students and companies
- _ No transparency of study formats:
What are necessary requirements of a dual study programme?
- _ Heterogeneous definitions lead to different frames of data collection (questionable data base).

3. Classification and Systematization

Two main features of dual study programmes essential:

1. Dual requires cooperation of the different places of learning (e. g. university and company)
2. Study programme always has to meet academic standards
3. Result of a dual study programme is a double qualification.

Other study formats (extra occupational, distance learning) are valuable and serve important needs, but according to this definition they should not be called “dual”.

Typology of dual study programmes according to the Council of Science and Humanities

Individual educational stage		Format of study programme
Initial education	including vocational degree	<u>integrating vocational training</u> leading to formal qualification (Bachelor)
	including vocational training	<u>integrating vocational trainee programme</u> in responsibility of the company (Bachelor)
Continuing education	during professional occupation	<u>integrating professional occupation</u> with arranged references (Master/ Bachelor)
	including vocational training	<u>integrating vocational trainee programme</u> (Master/ Bachelor)

Dimensions of dual study programmes

1. Relation between different places of learning and training
 2. Academic standards
 3. Organization of vocational training
 4. Benefits from the companies
 5. Support from the HEI
 6. Costs and funding
- Dimensions should help to differentiate the study programmes and
- Show adequacy of different models for demands of provider and user

4. Quality Assurance

- _ **Relation between different places of learning and training**
(minimum criteria: close connection of profession and field of study, stable cooperation between HEI and company, ...)
- _ **Academic standards** (range of credits for academic teaching and learning, appropriate time frame, qualification of teaching personnel, ...)
- _ **Organization of vocational training** (demands of supervision, learning goals and didactics, ...)
- _ **Master programmes** (extra-occupational study programmes, transition of BA-graduates into regular MA-programmes, ...)

5. Perspectives and Trends

Resources and benefits of the companies

- Cooperation contract (similar to contracts of apprenticeship)
- Appropriate financial share of the companies (e. g. for supervision infrastructure)
- Establishing long-term cooperation
- Benefit from mutual advantages (e. g. hard-working students, research cooperation and third-party funds for HEI, highly qualified personnel for companies and contact to researchers)

5. Perspectives and Trends

New fields of study and professions

- Healthcare and welfare, preschool education (creating new perspectives for qualification and career advancement)
- Regulated professions, traditionally with two-part education (1-2 years vocational training after study phase)
- Humanities (e. g. journalism, media)
- Sciences (e. g. chemical industry, vocational-oriented training as alternative to a doctorate degree)

5. Perspectives and Trends

Internationalization of dual study programmes

- Semester abroad in a international HEI
- Stay abroad in a partner enterprise or subsidiary company

Transfer of dual study programmes into foreign countries

- Adaptation of a study format without the need to copy the whole education system and thereby strengthen the vocational orientation of HE
- Supporting labour and economic structures in foreign countries and building long-lasting partnerships
- Mutual benefit of cooperation in academia and economy.

5. Perspectives and Trends

Chance for a process of differentiation for HEI

- _ Attractive feature for HEI in the field of cooperation, application and translation.
- _ “Dual attribute” is eligible for all types of HEI, but especially for universities of applied sciences
- _ Importance of stable institutional collaborations (networking, common quality standards, exchange of experiences)
- _ Network makes it easier to find suitable partners from abroad

Thank you for your attention
and your questions!