

## **EuroDuaLE**

# **Glossary**

## **EuroDuaLE European Cooperative Framework for Dual Learning**

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## 1. Introduction

This **EuroDuaLE Glossary** refers to the **basic terms recurring in the documents used within the project**. The glossary is provided as many of the meanings of the terms used relate to dual learning and may need explaining in the context of higher education. The Glossary is drawn from several sources and in particular the *Terminology of European education and training policy* (Cedefop, 2014).

## 2. Definitions

**Apprenticeships** | Apprenticeships provide **systematic, long-term training by combining practical work-related training at the workplace with theoretical education in an educational institution or training centre**. Based on a pre-defined training plan, their pedagogical content seeks to **help learners acquire, over time, the full set of knowledge, skills and competencies required for a specific occupation**. All aspects of apprenticeships, from occupational profile duration, skills and competencies to be acquired, to the terms and conditions of the apprenticeship, are often explicitly defined in the **apprenticeship contract**. This legally-binding document is typically an **employment contract** and relates mainly to the apprentice and the employer relationship. **Apprentices usually obtain the status of an employee or a contracted/employed apprentice**. As such, they receive **remuneration**, the precise amount of which is either collectively negotiated or set by law. Apprentices who successfully complete the scheme are awarded qualifications or certificates<sup>1</sup>.

**Collaboration** | In the EuroDuaLE model, collaboration refers to the **ongoing work between the partners**. In the first instance, this partnership is likely to be between the **Higher Education Institution** and the **employer**, although can potentially incorporate further **stakeholders**, such as chambers of commerce, trade unions and others. These additional stakeholders may also play a more peripheral but still important role and so could be invited to contribute at a later date.

**Competence** | **The proven** (and eventually certified) **capacity to use knowledge, skills and attitudes to perform a function against a given standard in a specific**

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<sup>1</sup> See, EUROPEAN COMMISSION (2013), *Apprenticeship and Traineeship Schemes in EU27: Key Success Factors, European Union*, p. 4.

**context**, for example, work or study situations, professional and/or personal development. Competence is a **combination of skills, knowledge and attitudes which contribute to enhance student/employee performance and ultimately result in organisational success**. It is not limited to **cognitive elements** (involving the use of theory, concepts or tacit knowledge), but can encompass functional aspects, including **technical skills**, as well as **interpersonal attributes** such as **social or organisational skills** and **ethical values**.

**Dual Learning** | Is a quasi-synonym of *alternance training*, which is defined as **education or training combining periods in an educational institution or training centre and in the workplace**. Dual learning can take place on a weekly, monthly or yearly basis. Depending on the country, applicable status and the agreement between the HEI and the company, participants may be contractually linked to the employer and/or receive a remuneration. In the case of the **EuroDualLE model**, dual learning refers to **higher level learning which takes place in both an HEI and a company** through a collaborative programme aimed at providing students with competence-rich education and which also helps **to improve employability and benefit the economic system**.

**Formal learning** | Learning that occurs in an organised and structured environment, such as in an **education or training institution** or **on the job learning**, and is **explicitly planned and designated as learning, in terms of objectives, time and/or resources**. From the learner's point of view, formal learning is **intentional** in that the learner's explicit objective is to gain knowledge, skills and/or competencies. Formal learning **usually leads to certification**.

**Higher Education** | Is a synonym for **tertiary education** and **constitutes the final stage of formal learning accessed after completion of secondary education**. Tertiary education provides learning activities in specialised fields of education. It aims at **learning at a high level of complexity and specialisation**. It includes what is commonly understood as **academic education** but **also includes advanced vocational or professional education**. According to the [International Standard Classification of Education \(ISCED\)](#), higher education comprises **short-cycle tertiary education, bachelor, master, doctoral or equivalent level**.

**Higher Education Institutions (HEIs)** | Is a collective term encompassing **tertiary education institutions** including universities, universities of applied science, institutes of technology, 'grandes écoles', business schools, engineering schools, 'Instituts Universitaires de Technologie' (University Institutes of Technology), colleges of higher education, professional schools, polytechnics, academies, doctoral schools, etc. This broad range of providers takes account of linguistic diversity and national traditions and practices.

**Informal learning (sometimes called 'experiential learning')** | **Learning resulting from daily activities related to work, family or leisure**, but which is **not organised or structured in terms of objectives, time or learning support**. Informal learning is in most cases **unintentional from the learner's perspective**. Informal learning outcomes **can underpin formal and non-formal learning**, and, while they do not generally lead to certification in their own right, they may be assessed as part of more general formal and non-formal examinations. Informal learning is ongoing and **can occur throughout a person's lifespan**.

**Knowledge** | The outcome of the assimilation of information through learning. Knowledge consists of **facts, principles, theories and practical applications concerning a specific field of work or study** and may be **theoretical and/or practical in nature**, encompassing tacit and explicit knowledge.

- **Tacit knowledge** is knowledge learners possess which influences cognitive processing, however, they may not necessarily express it or be aware of it.
- **Explicit knowledge** is knowledge a learner is conscious of, including tacit knowledge that converts into an explicit form.

**Learning outcomes** | The results of a learning process, which can be described **in terms of the knowledge, skills, and/or competencies**, which are:

- **Expected at the outset**
- **Developed through the process**
- **Demonstrated by the conclusion**

**Non-formal learning** | Learning which is embedded in **planned activities but which are not explicitly designated as learning in terms of learning objectives, learning time or learning support**. Non-formal learning is **intentional from the learner's point of view** and the outcomes of which may be validated and lead to certification.

**Skill** | The ability to apply knowledge and use know-how to complete tasks and solve problems. Different skills can be brought together and underpinned by knowledge to aid problem-solving and increase skill levels.

**Traineeships** | Sometimes called 'internships', when associated with educational programmes, **traineeships refer to work practices including an educational/training component**. They may be requested in educational curricula and are predominantly short-to-middle-term in duration.

Traineeships **can be paid or unpaid** and **do not constitute an employment relationship**.

**Transversal skills** | Sometimes referred to as ‘**soft skills**’, the term refers to a **broad range of proficiencies**, such as: teamworking; problem diagnosis and problem solving; professional communication; inter-generational communication and collaboration; taking responsibilities for working processes and also for other people; working under time pressure; quality improvement; initiative taking; and understanding and respecting diversity of roles and functions in an organisation, amongst others. Transversal skills **underpin both general and subject/occupational specific knowledge, enabling job mobility** and, according to the European Commission’s [\*European Skills, Competences, Qualifications and Occupations \(ESCO\)\*](#) definition, form “**the cornerstone for the personal development of a person [and provide] the building blocks for the development of the "hard" skills and competencies required to succeed on the labour market**”.

**Virtual mobility (and virtual learning, virtual working)** | The terms ‘**virtual mobility**’, ‘**virtual learning**’ and ‘**virtual working**’ can be understood as “**a set of ICT (Information and Communication Technology) supported activities that realize or facilitate international, collaborative experiences in a context of teaching and/or learning**”<sup>2</sup>. Students may spend some of their time working with the company while based in their home institution. Alternatively, they may be *physically* located in the company (and different nation), but continuing their studies using virtual mobility. ICT therefore allows for certain forms of transnational working and learning, whether the student is physically mobile or not.

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<sup>2</sup> M. VRIENS, W. VAN PETEGEM (eds.) (2012), *Integrating virtual mobility in international work placements*. J. DE GRUYTER ET AL. (2010), *Virtual Mobility: Definition and Types*, Home & Away Forum. Conference Proceedings.

**Work-based experiences** | **Paid or unpaid opportunities to practice skills in the workplace**, carrying out activities and tasks in a vocational and working context. There are different kinds of work-based experiences: apprenticeships, traineeships/internships, etc. **In the EuroDuaLE model, work-based experiences will be gained through the occupational placement** when the student works in the company, but can also include virtual working (see previous definition).

**Work-based learning** | This style of learning consists in the **acquisition of knowledge and skills through carrying out and reflecting on tasks in a vocational context, either within the workplace or through virtual mobility**. A fundamental aspect of vocational training, it is to **help learners acquire knowledge, skills and competencies** which are **essential in working life**<sup>3</sup>.

**Work Placements** | The term 'work placement' is used to encapsulate the **different forms of work-based learning which can be applied in different countries and contexts**. Work placements are therefore used to denote **the time the student spends with the company/organisation, whether they are working in the physical environment of the company or via virtual working methods**. In the EuroDuaLE Dual Learning model, both '**apprenticeships**' and '**traineeships**' come under the umbrella term of 'work placements'.

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<sup>3</sup> European Quality Assurance in Vocational Education and Training

### **3. Other references**

CEDEFOP (2009), [European guidelines for validating non-formal and informal learning](#)

EUROPEAN COMMISSION (2011), [Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems](#), COM(2011) 567 final

EUROPEAN PARLIAMENT, COUNCIL (2006), [Recommendation of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning](#), Official Journal of the European Union L394/10 | annex *Key Competences for Lifelong Learning – A European Framework*

EUROPEAN PARLIAMENT, COUNCIL (2008), [Recommendation of the European Parliament and of the Council of 23 April 2008 on the Establishment of the European Qualifications Framework for lifelong learning](#)

P. WERQUIN (2010), *Recognising Non-Formal and Informal Learning Outcomes, Policies and Practices*, OECD Publishing