

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

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Dual Study Programmes in Germany

Advantages, Requirements, Trends

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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.

Overview

1. Higher Education in Germany – Basic Facts
2. Vocational training and academic education
3. Hybrid education: Dual Study Programmes
 - Systematisation and Requirements
 - Quality Assurance
 - Perspectives and Trends

1. Higher Education in Germany: Basic Facts

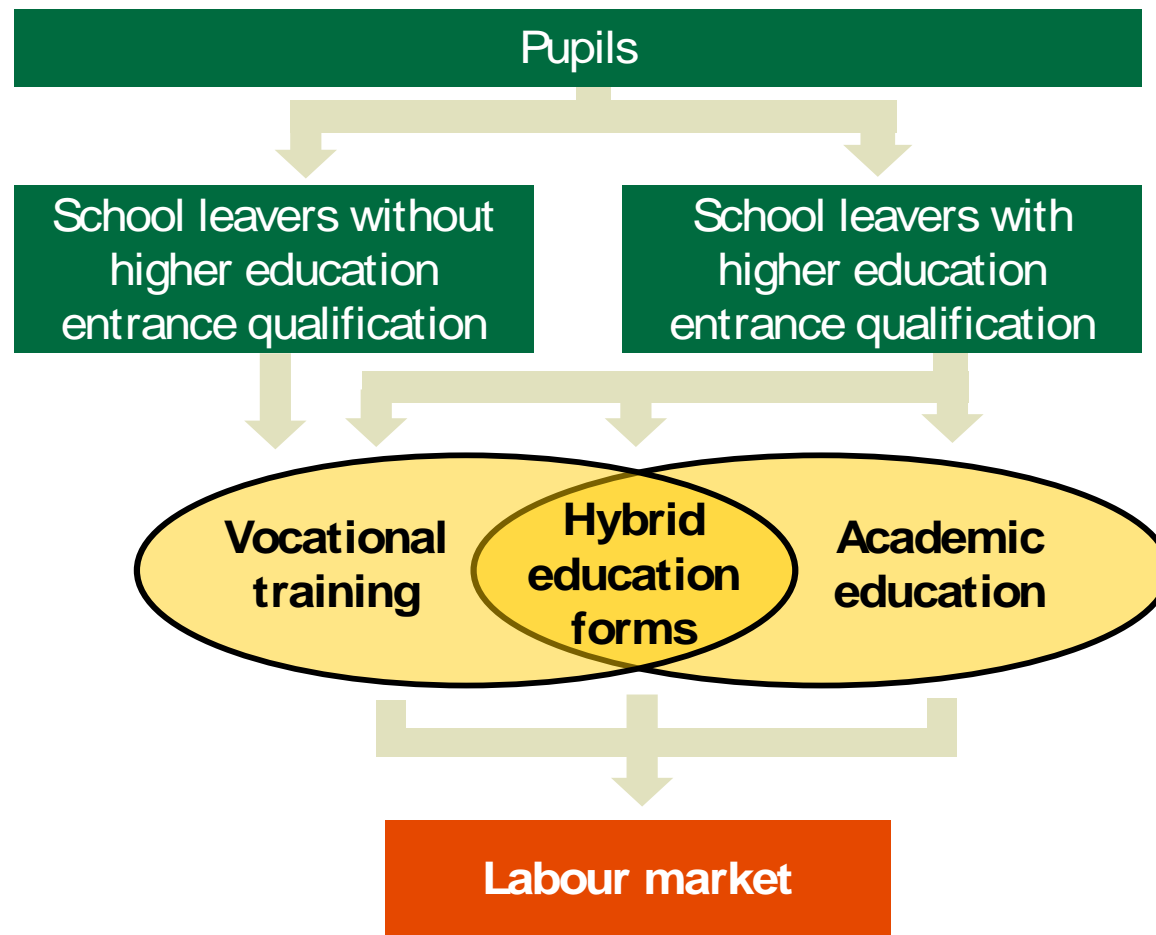
81,1 million inhabitants
16 states

2.66 million	Students
	66.4 % at Universities
	33.6 % at Universities of Applied Sciences
488,241 First-year students =	53 % of an age-group (OECD-average = 58 %)
27,707 Doctorates (2013) =	341 per one million inhabitants

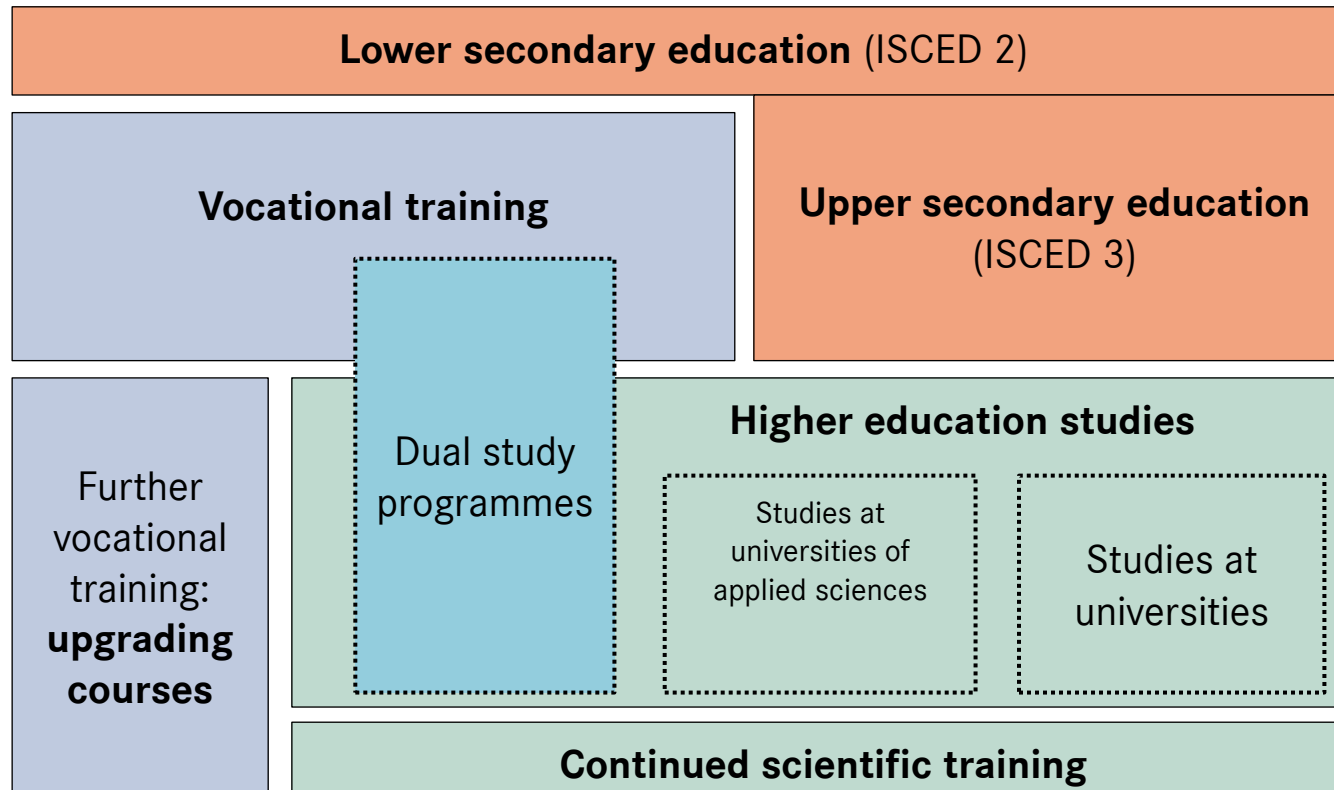
Source: OECD / Federal Statistical Office

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2. Vocational Training and academic education



Educational Levels and Transitions



3. Hybrid education: Dual Study Programmes

Summary

- An academic **study programme combined with vocational/practical training** in a company/institution.
- **Example:** Studying Mechanical Engineering at a University while in parallel receiving practical training at a car manufacturer.
- About one half of the programmes offer a **structured vocational training/degree** besides the academic degree. The other half offers **practical training similar to internships.**

Dual Study Programmes

Status Quo

- **Dynamic growth** of dual study programmes and high demand from students as well as companies (seen as a promising measure to attract and keep qualified employees)
- **Problematic: Little transparency** of study formats:
What are necessary requirements of a dual study programme?
- **Varying definitions** lead to different frames of data collection (questionable data base).

Systematization and Requirements

Definition by WR

Two main features of dual study programmes are 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 by WR

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)

Quality Assurance of dual Study Programmes

- **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 dual BA-graduates into regular MA-programmes)

Benefits

- **Cooperation contract** (similar to contracts of apprenticeship)
- **Appropriate financial share of the companies** (e. g. for supervision infrastructure, tuition fees)
- **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)

Perspectives and Trends

New fields of study and profession

- **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)

Perspectives and Trends

Internationalization and Transfer of dual study programmes

- **Semester abroad** in an international HEI or company, Student exchange
- **Transfer of the dual study concept** into foreign countries: Adaptation of practical focus without the need to copy the German education system and thereby strengthen the vocational orientation of HE
- **Attractive feature** for HEI besides Research Excellence
- **Supporting labour and economic structures** in foreign countries and building long-lasting partnerships

Thank you for your
Attention and for your
Questions!