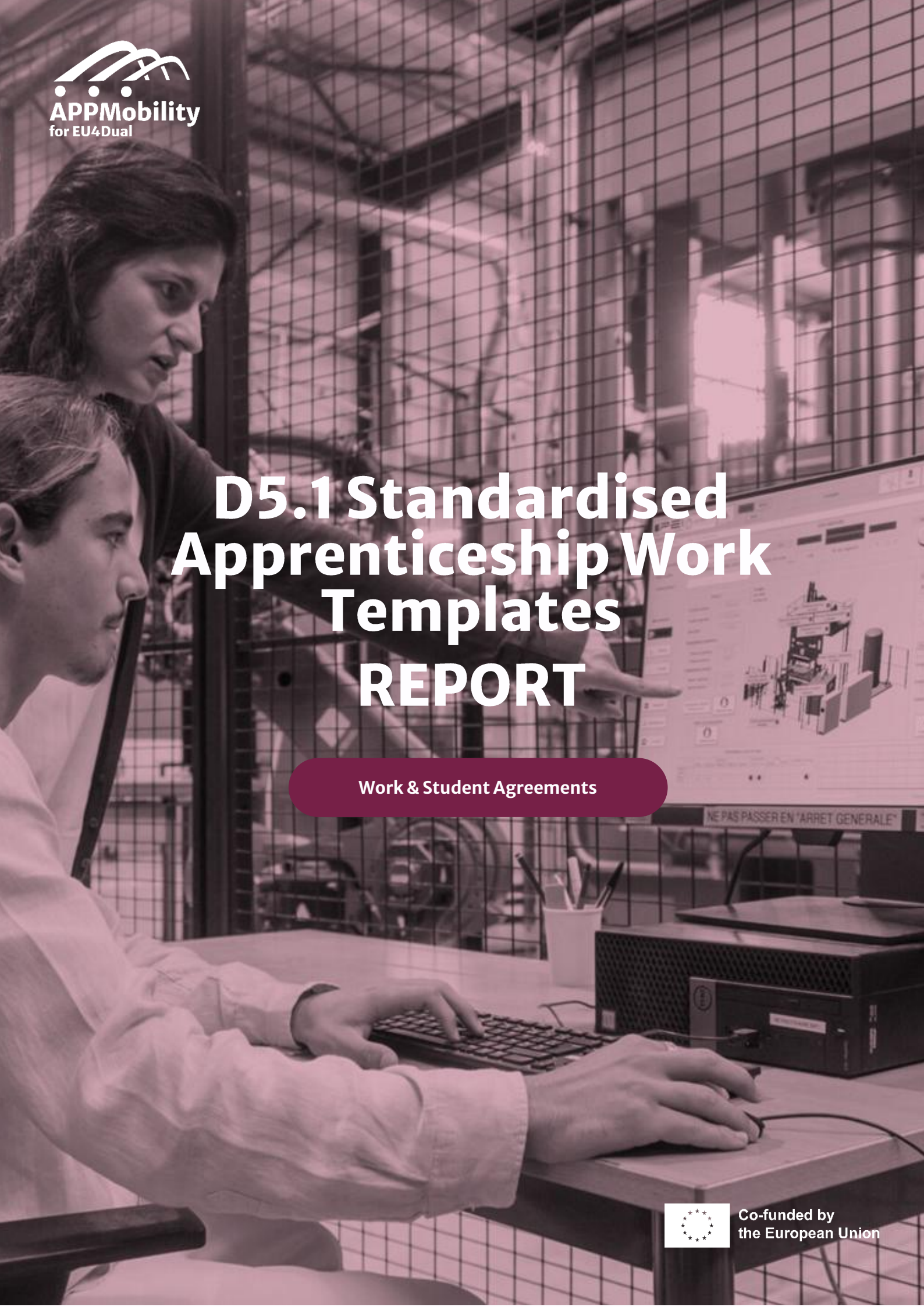
APPMobility
for EU4Dual

D5.1 Standardised Apprenticeship Work Templates REPORT

Work & Student Agreements



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European Association for the Applied Sciences in Higher Education – EURASHE (Belgium)

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1. Introduction

The APP Mobility project, launched by a handful of partners from the EU4DUAL alliance, aims to create a cohesive, efficient framework for joint dual education apprenticeship mobility across EU countries. The individual policies are already established, but there is no unified approach to implementing them on a broader European scale suitable for university alliances. This initiative combines theoretical education with practical, workplace-based learning through joint industrial bachelor, master, and Ph.D. programs. By fostering international cooperation between universities and industry partners, APP Mobility envisions graduates who are equipped with unique, globally competitive skills gained by the new apprenticeship mobility framework.

1.1 Objectives of AppMobility

Despite progress in vocational education and training (VET) across Europe, significant disparities remain, especially in higher VET. The project's main objectives address the diverse regulations and practices in different EU countries, which currently pose substantial barriers to seamless student apprenticeship mobility and cooperation between academic institutions and industry partners.

The primary objectives are to develop standardised procedures for credit transfer, harmonise work contracts between companies and students, promote joint academic-industry initiatives, and enhance overall apprenticeship mobility and collaboration.

APP Mobility addresses these challenges by:

- Standardising credit transfer procedures to ensure fair and comparable recognition across EU countries.
- Developing harmonised work contracts to simplify legal and administrative processes.
- Implementing joint academic-industry programs that blend academic learning with work-based learning.
- Raising awareness and participation in apprenticeship mobility programs.
- Strengthening European Higher VET cooperation by facilitating knowledge-sharing and networking.

- Enhancing employability and career prospects with comprehensive support services.
- Advocating for supportive policy frameworks to promote innovation and collaboration in Higher VET.

Through structured work packages, the APP Mobility project standardises apprenticeship mobility models, develops uniform criteria for evaluating host companies, and addresses the needs of disadvantaged learners. By harmonising contractual terms, simplifying legal processes, and securing funding for mobility programs, APP Mobility makes these opportunities more accessible and equitable for all students. This framework will facilitate seamless integration and adoption by university alliances, ensuring cohesive implementation and enhancing cross-border apprenticeship mobility.

To achieve these objectives, the project will undertake several key activities. First, a comprehensive review of existing apprenticeship mobility practices will be conducted, followed by developing and pilot testing standardised guidelines.
Second, analysing legal frameworks across EU countries will create harmonised work contract templates, with workshops and training sessions provided for stakeholders. Third, the project will set a framework to be distributed and used for seamless integration and adoption by university alliances, ensuring cohesive implementation and enhancing cross-border apprenticeship mobility.

Specifically, the project will focus on:

Credit Transfer Mechanisms: Developing standardised procedures for recognising and transferring credits earned by students participating in mobility programs across EU countries, especially how to calculate credit earned for specific apprenticeships since different institutions might calculate this in various ways. This will involve establishing guidelines and frameworks that ensure transparency, comparability, and fairness in credit transfer processes.

Alignment of Work Contracts: Facilitating the negotiation and implementation of work contracts between students and companies in different EU countries. This will involve addressing legal and administrative barriers and cultural differences to ensure that work contracts are mutually beneficial and compliant with relevant regulations. We will consider the best practices available, including a European quality apprenticeship framework.

Implementing Joint Bachelors, Masters, and PhDs: Promoting the establishment of joint Bachelor, Master and PhD programs between EU universities and companies across borders. This will involve fostering partnerships and collaborations between academic institutions and industry partners and developing curricula integrating academic and practical components.

By addressing these challenges and promoting greater collaboration and exchange within the EU, the project aims to achieve the following impacts:

Enhanced Apprenticeship Mobility and Exchange: Increased participation in mobility programs and joint academic-industry initiatives leads to greater cross-border collaboration and the exchange of knowledge and expertise.

Improved Quality and Relevance of Education: Enhanced quality and relevance of education and training programs by integrating practical experiences and industry insights into academic curricula.

Strengthened European Cooperation: Enhanced cooperation and integration among EU countries, universities, and companies, fostering a cohesive and dynamic European higher education and training landscape.

Enhanced Employability and Career Prospects: Improved employability and career prospects for students and researchers and increased company competitiveness, resulting from exposure to diverse experiences and perspectives.

Policy Impact and Advocacy: Influence on policy development and advocacy efforts at the EU level, leading to the adoption of supportive frameworks and measures for promoting apprenticeship mobility, collaboration, and innovation in education and training.

The outcomes will include a comprehensive typology of dual education models, standardised evaluation tools, and harmonised contracts, all of which will contribute to a more efficient EU education system.

1.2 Work Package 5 Objectives

Work Package 5 aims to development of apprenticeship work contract protocols This work package addresses apprenticeship work contracts' legal and administrative aspects. Through research, stakeholder consultations, and the development of model agreements and protocols, we aim to establish core minimum standards for apprenticeship contracts. We will facilitate seamless and transparent apprenticeship arrangements by customising agreements to meet industry and regional needs and developing online platforms for contract management. Focus is on developing standardised apprenticeship work contract protocols. We will conduct legal research to create harmonised contract templates that comply with the regulations of various EU countries, simplifying the process for both students and employers and ensuring legal compliance.

2. Methodology for D5.1

Data gathering as the basis for developing the apprenticeship/internship contract templates was started with a survey. The purpose was to do the needs assessment and barrier analysis to determine the current situation of mobility in Europe. The target groups were defined as anyone who had a say in internship in higher education. That meant then the companies hosting the students, the HEIs sending the students out, the students themselves and public authorities who might have a hand in the regulation of apprenticeships/internships. The detailed description of the research process can be found from D2.1.

In this report **internship** and **traineeship** are used as synonyms. They refer to mandatory or voluntary periods of time immersed in the working life, in a professional environment, to get practical experience in support of professional growth.

Apprenticeship on the other hand means that the student has a long term contract with salary with a company and is enrolled in a dual program, spending approximately half the time in the company and half in academic endeavors. In EU4DUAL countries apprenticeship is possible in higher education mainly in France and Austria only. The definitions gathered by EU4DUAL can be found in the appendix 1.

2.1 In-depth interviews and focus group discussions with stakeholder representatives

The mass survey on stakeholder groups dealing with internship was finished by the end of September 2025 and the results were introduced during the transnational meeting E1.2 in the beginning of October 2025. The meeting was organised by APPMobility partner MCast in Malta. Originally it was planned to have been held in Kuopio, Finland, but the partners agreed that changing the order of hosts would benefit the project more. Therefore, the partners gathered on the premises of MCast in Malta, 1st – 2nd October 2025.

In continuation to the survey, -as the project plan stated- in-depth interviews were planned. The participants in the E1.2. organised workshops by work packages, in view of further need of information. Each work package worked on questions dealing specifically the topics relevant to the said work package, with the stakeholder groups in mind. The

questions were gathered, reviewed and transcribed to a joint file, and made available for all partners for the individual interviews.

The target group for the interviews was set to represent the same stakeholders as in the prior survey. It was decided that each partner would aim to interview 3 representatives in every stakeholder group, and as described earlier, with questions designed with that stakeholder group's point of view in mind. So the structured in-depth interviews were different for each target group, to get all the relevant aspects covered. The stakeholder groups were, as earlier, students who had experience in internship/apprenticeship mobility, companies that had hosted trainees and/or apprentices, public authorities dealing with any aspect of internship/apprenticeship and institutions of higher education, sending out students to internships/apprenticeships. Each partner invited representatives from their network to take part in an interview expected to take about an hour.

The questions designed to bring deeper understanding concerning WP5 can be found in the Appendix 2. Also, the interviewees representing companies were asked to share a template of the agreement they use with trainees, with the idea of getting multiple examples across Europe to help in creation of the common templates.

The interviews were all done by 5th December 2025, all having been recorded for analysis purposes. The recordings were then transcribed, with the help of the platform used for the interview. The platforms used were Microsoft Teams and/or Zoom, the choice of the platform was left for the partner. If the language used in the interview was not English, common AI tools were used to translate the transcriptions to English to benefit all work packages and work package leaders. The total number of interviews was as stated in the table 4.1. below. The gotten examples of contracts used by companies were gathered to a joint folder in the project teams environment.

Profile	ESTIA	EURASHE	MCAST	MU	SAVONIA
Apprentice	3	1	3	3	3
Company	3	3	2	3	3
HEI	3	6	3	3	3
Public authorities	4	2	1	3	3

Table 2.1. Total respondents by stakeholder group and interviewing partner (n=58)

The goal of 12 respondents by stakeholder group was not met fully, due to local circumstances. E.g. in Malta all matters concerning apprenticeships/internships are in the hands of MEYR (the Ministry for Education, Sport, Youth, Research and Innovation). In the case of Eurashe, their network comprises of higher institutions representing applied sciences, therefore Eurashe was in the ideal position to interview those institutions while students might have required too much effort to find.

Once all transcripts of the interviews were gathered the partners copied the interview materials to a joint excel. Then, each sentence of each interview was coded based on a joint model, in regard to the work package themes and subthemes it brought more information on, as well as the type of the respondent, the interviewing partner and the number of the respondent. The themes and subthemes for Work Package 5 are introduced below. The codex used can be found in appendix 3.

WP5.1. Contract template	Existence and characteristics of contract templates for traineeships or apprenticeships, including company, HEI, and public-authority templates, as well as differences between internship, apprenticeship, and work contracts.
WP5.2. Internship agreement	Content elements that should be specified in internship or traineeship agreements, such as tasks, duration, working hours, salary, absences, accommodation, termination, insurance, applicable law, social security, learning objectives, evaluation methods, additional clauses, online signing, and appendices.
WP5.3. Legislation	National or institutional rules governing traineeships, including requirements on salary and working hours, regulations for optional versus compulsory traineeships, and restrictions on what can be included in contracts.
WP5.4. Student experience	How students perceive and experience their agreements and contracts, including who signs, comprehensibility, perceived deficiencies, misunderstandings or misconducts, and needs for contract modification.
WP5.5. Other	Any topic related to WP5 contractual and legal aspects of mobility that is not covered by the more specific WP5 categories.

Table 4.2. Themes, subthemes and descriptions for interview analysis for WP5.

Sentences, with their codes and themes were then uploaded to a master excel-file, to give access to each WP leader for analysing purposes. From the master file issues relevant to WP 5 themes were then filtered and analysed.

Also, **focus group discussions** were organised in February 2026 by the partners, to find any hidden needs, issues and elements that might not have come out in the prior survey or in-depth interviews. The goal again was to gather representatives of the different stakeholder groups and organise a semi-structured discussion on the topic. The results of the discussions were documented on a common template specifying under headlines like

'Notes & observations', 'Common responses/general consensus', 'Areas of disagreement/lack of consensus' and 'Noteworthy individual responses & ideas'. The summaries were then uploaded to the project teams environment for the use of all partners. The template can be found as an appendix 4.

2.2. Gathering legal requirements and restrictions for contracts in partner countries

Parallel to the mass survey and in-depth interviews the legislation considering work, apprenticeship and internship contracts was gathered. The mandatory elements required in contracts were mapped, as well as what special requirements or restrictions might need attention when dealing with apprenticeship/internship contracts. The legislation and possible interpretations were gathered to a joint file, and key points were listed for each of the EU4DUAL partner countries. Then a comparison table was conducted to find the similarities and differences across Europe. The full information package as it is at date can be found attached, named 'M14 Acts on Work/Internship Contract in EU4DUAL countries'.
Also the contract examples (7 from Finland, 1 from Malta and 1 from France) gotten from companies and HEIs complemented with the Erasmus + traineeship learning agreement were analysed and cross-checked with the local legislation to guide in the common template creation.

3. Framework for standard agreement templates

Based on the data from the survey, interviews and focus groups most companies seem to use one contract model for most if not for all employees, including apprentices and trainees. The contract is then modified according to the status of the person, to reflect the situation. Collective agreements and national legislation are seen as challenging when dealing with mobility, for rules may not be clear as to what is possible. The templates may have certain company specific conditions that are required, and others that will be removed in the case of apprentices/trainees. E.g. trainees may not be entitled to special bonus rewards based on company performance. When a company is legally required to have a contract associates, paid or unpaid, employed or doing their work place element, the company contract is mostly used, and signed between the student and the company.

Institutions of higher education seem in majority to have a template for an apprenticeship/internship contract. The templates usually include the job description, duration, ECTS, remuneration, applicable labour law, absence and holidays, termination conditions, and insurance. Some HEIs indicate using an appendix to the contract to determine learning objectives and evaluation separately. Majority of contracts are signed by 3 parties, the school, the student and the host company. Some HEIs are satisfied with the contract based on the company template as long as it includes the necessary elements from the school's point of view, and do not require a specific trainee/apprentice contract.

In some cases there are in fact 3 different contracts to be signed on each mobility. Companies following their legal duties sign the contract with the student, and the HEI may have a specific, mandatory internship contract to be signed by all the 3 parties. When mobility is involved, a third contract, the Erasmus + learning agreement is required for the student to be eligible for the mobility grant. Companies expressed a wish to join the 3 contracts as much as possible, to avoid extra overlaps.

Public authorities in Finland indicated that if the student is being paid for the work, employers are legally bound to sign employment contracts with the students. Public authorities themselves, however, do not seem to make employment contracts when hosting apprentices/trainees themselves, but always only an internship contract. It did not

become clear what are the major differences between the contracts, other than the question of remuneration.

A special notice is being paid to health care and social sector apprenticeships and internships. The sector seems to be highly controlled and strict laws and statutes need to be followed and fulfilled, therefore there is a need for a very detailed and specialized internship contract as well.

The students, when asked, indicated a variety of agreements having been signed. Someone even mentioned not having a contract at all. Majority seemed to have signed a school provided contract or an Erasmus + learning agreement. The impression one gets is that the students might not understand the meaning and purpose of the agreements and might consider them to be somewhat unnecessary bureaucracy.

The understanding among the stakeholders seem to be that the host country work legislation should be the dominant one. This way the trainees would benefit from equal treatment with local colleagues (e.g., fair salaries), but students may not understand host regulations and may face problems upon returning to their home country — adaptation between the two systems is needed. Following the host country legislation may also prevent double standards and exploitation. A need for a standardised EU-level apprenticeship framework was mentioned, however, one must notice that apprenticeship is not applicable in higher education in all European countries.

The national legislation by country on work contract regulations was analysed and requirements were gathered into a table. Based on the summary the templates for work placements within the HEI can then be developed to comply with legal requirements.

	AU	HR	FIN	FR	DE	HU	MT	PL	PT	ESP
Employer and employee contact	X	X	X	x	X	X		X	X	X
Starting date	X	X	X	x	X	X	x	X	X	X
Ending date for fixed term	X	X	X		X	X	x	X	X	X
Reason for fixed-term			x	x						

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Trial Period	X	X	X	x	X		x			
Place of work	X	X	X	x	X	X		X	X	X
Principal duties	X	X	X		X	X		X	X	X
Grounds of payment & pay period	X	X	X	x	X	X	x	X	X	X
Working hours	X	X	X	x	X	X	x	X	X	X
Possible training		X	X	x						X
Determining annual holidays	X	X	X	x	X	X	x	X	X	X
Period of notice and grounds	X	X	X	x	X	X	x	X	X	X
Collective agreement applicable	X		X	x	X		x	X	X	X
Insurance/social security		X	x	x	X				X	x
Conditions of fines by the employer							x			

Table 3.1 The mandatory elements in work contracts by country, as basis for work place element contracts in APPMobility

In addition to the mandatory elements stated above in table 3.1 there are some other issues that need to be considered when designing a contract template. Majority of the countries' legislation state that the work contract must be written. Finland seems to be an exception, verbal agreements are considered to be legally binding. However, all sources advice that one should not rely on verbal agreements alone, for they may end up being hard to substantiate if needed. In Austria and Malta verbal agreements are accepted as well, but the employee is entitled to a statement of the terms and conditions immediately on commencement. France also recognises verbal agreements, and sees them in favour of the employee, as verbal agreements are automatically considered to be full-time and indefinite. In Spain verbal agreements are possible only for indefinite and full-time relationships, and they must be reduced to writing upon request of the employee. Only in the legislation of Finland an electronic agreement is mentioned separately to be valid. In France and Hungary the

contract must be written in the national language, and a translation may be attached. However, the one in the national language will prevail.

As to the validity of the contracts all countries recognise full-time, indefinite, part-time and fixed term agreements. Fixed-term contracts usually need to have objective and material reasons for being fixed-term, and there are limits to the consecutive numbers of them. Finnish legislation recognises an indefinite contract with no guaranteed minimum hours, where work is offered as needed. The principle is called the variable hours clause.

Trial period practices vary across Europe, and in fact it seems that in Hungary, Poland and Spain trial period is not required to be mentioned in work contracts. Otherwise the standard across Europe seems to be either max 3 months or max 6 months. Exception to these is Austria with maximum 1 month trial, except for apprenticeships the requirement is 3 first months. Malta and Spain have additional requirements for academic or other higher positions, in the case of Malta 1 year.

The full details of the requirements on the contracts together with the work place elements in higher education can be found in the adjacent document named 'M14 Acts on work/internship Contracts in EU4DUAL Countries'.

4. Defining the new unified contract templates

Based on the gathered information by the survey, interviews, focus group discussions and research on legislation it seems that the minimum common requirements across EU4DUAL countries are as follows in the figure 3.1

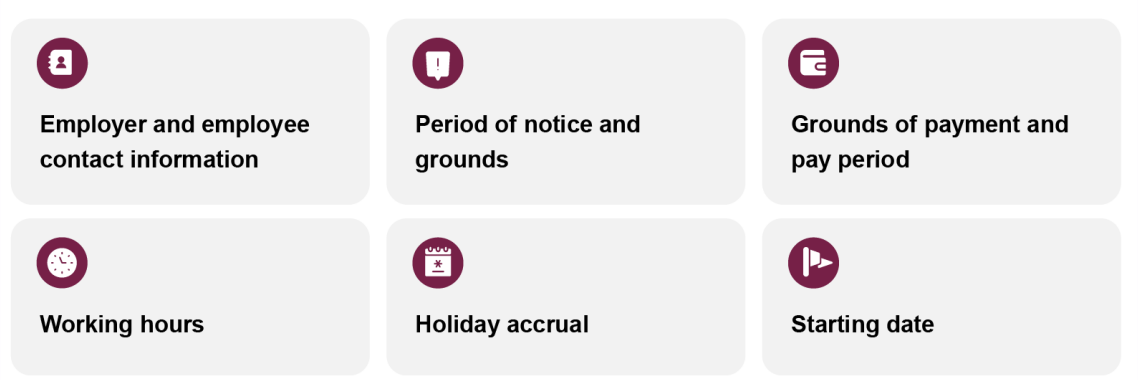


Figure 4.1. Minimum mandatory elements in work/internship contracts across EU4DUAL countries

In addition to the common mandatory elements, individual countries have additional requirements. E.g. in Malta the contract must state the conditions of fines charged by the employer, in Poland the employer has the right to be informed of the employee's parents' details and in Finland and France a reason for a fixed-term contract is a must. On the other hand, since apprenticeship seems to be possible only in Austria, France and Malta, and especially since in France the apprenticeship and the contract in question need to be registered to proper authorities and must be conducted in French language, it might be necessary to use the contract provided by the authorities. MCast from Malta has their own special apprenticeship contract as well and since Malta is a small country with limited institutions of higher education, it might be best to use the existing one. All of these already existing contracts would then just be made electronic and available for the institutions as needed. Further apprenticeship contracts might be a waste of resources due to limited possibility of apprenticeships across EU4DUAL countries.

For internship/traineeship then the contract template would have the mandatory elements of all EU4DUAL countries, with possibility to add any further details as stated by the national law. This could be achieved by forming online templates, and by choosing the host country all the necessary elements would appear into the contract. Also, further information

elements could be added if needed by whoever is fulfilling the contract. The Erasmus + learning agreement could act as the basis for building the new uniform work place element contract, fulfilled with the required national details. Then the contract could be sent for electronic signing or printed out if e-signature is not approved.

The potential solutions for making the online contract template must be sought for at the next stage of the project. Erasmus + learning agreement for traineeship/internship is already available in electronic form, however the contract does not travel across borders automatically. Instead, it must be sent for signing via external signing services. The situation may change in the future, but this is the case in 2026. So, the developed contract templates could be processed the same way at this point. However, like said, a platform providing availability for the templates and the automatic and user-oriented additions to the contract is needed and will be sought for at a later stage.

Combining the national legislation on work related contracts, issues specifically in connection with a work place element in higher education, potential accessibility needs and potential host company requirements into 1 contract package is a challenging task and would only be possible in an electronic form of the contract. The user friendliness, modifiable contents, ease of fulfilling the contract and data security issues need to be taken into account as well.

The content elements of the unified contract templates are shown in the figure 4.2.

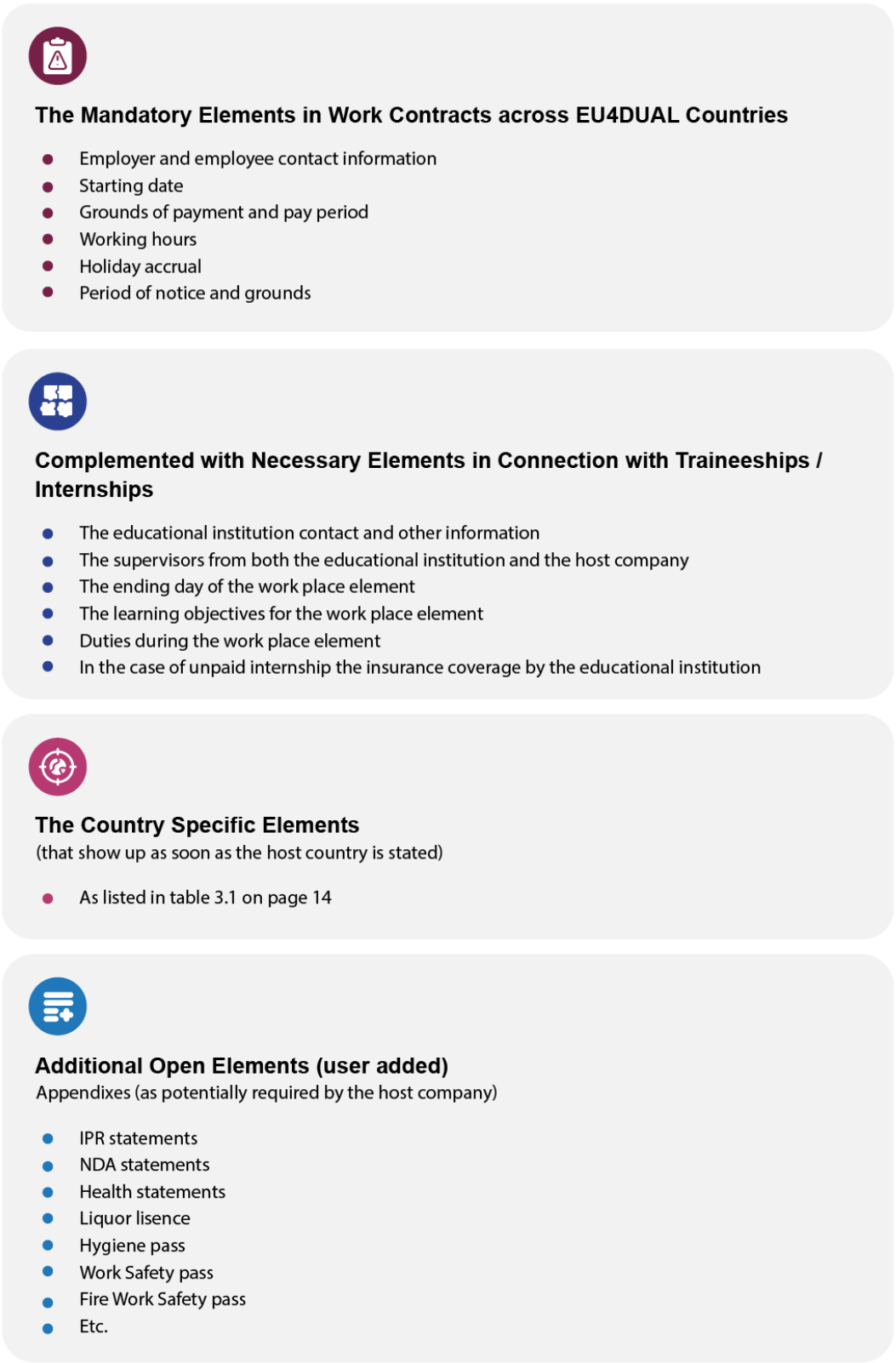


Figure 4.2. Elements of the unified work place element contract template

The elements in figure 4.2 will be designed on the chosen platform at a later stage of the project.

Appendix 1

KPI	Internship - Definition	Apprenticeship - Definition
Definitions for ESTIA	Student going to a company or association or research lab during at least 4 weeks (maximum 6 months) in order to be immersed in a professional environment. A concrete mission with objectives is given to the student. An internship contract is mandatory.	Student having a professional contract with a company (generally 3 years). Spends approximately half his time in the company. The company can be in France or abroad. The French company is asked to send apprentices abroad for 9 weeks during the "diplôme d'ingénieur" curriculum.
Definitions for SAVONIA	**Home students:** A supervised traineeship period of min 5 ECTS. Traineeship contract mandatory. **Incoming trainees:** A period of any length (usually min. 2 weeks) that student completes credit-bearing traineeship activities under the supervision of Savonia. All incoming trainees are registered with exchange student status.	Not used at Savonia
Definitions for MONDRAGON	MU distinguishes between two types of internships: internships that are a mandatory part of the degree (bachelor and masters), the duration varies depending on the study program , and internships of PhD students that in order to get the international PhD mention need to have a three month experience abroad.	Does not apply to MU. We do not have apprenticeships.

Definitions for DHBW	Degree seeking students: We do not talk about internships but on-the-job-training, because students go to their employer (our dual partner) for their "practical phase" as part of their study and on-the-job-training contract. There are six practical phases all with a duration of 3 months. Incoming exchange students: A period of any length (usually min. 2 weeks) that student completes credit-bearing internship activities under the supervision of a DHBW campus. All incoming interns are registered with exchange student status.	Does not apply to DHBW. We do not have apprenticeships.
Definitions for FHJ	FHJ distinguishes between two types of internships: internships that are a mandatory part of the degree, and voluntary internships that are relevant to the degree. An internship contract is mandatory for both types. Duration varies between program of studies.	Student enrolled in a dual studies program (Austrian framework of dual studies) with a professional salaried long-term contract with a company. Students spend approximately half their time in the company.
Definitions for JNU	Student going to a company or association or research lab during at least 6 weeks (maximum 6 months) in order to be immersed in a professional environment. An internship contract is mandatory.	not relevant
Definitions for PAR	Internship is mandatory within the curriculum and can be completed in one of PAR's departments if relevant to the degree, in one of PAR's industry partners (we assist with placement), or in companies PAR is not associated with if relevant to the degree (we do not assist with placement but recognise the completed internship). Incoming international interns typically arrive through the Erasmus program or other exchange program/partnership.	N/A

Definitions for MCAST	MCAST distinguishes between two types of internships: internships/work-placements that are a mandatory part of the degree, and voluntary internships that are relevant to the degree. Duration varies between programmes of studies.	
Definitions for KUT	KUT distinguishes between two types of internships: internships/work-placements that are a mandatory part of the degree, and voluntary internships that are relevant to the degree. Duration varies between programmes of studies.	Does not apply to KUT. We do not have apprenticeships.

Appendix 2

The questions designed for in-depth interviews with WP5 in mind.

1. Does your company have its own contract template for interns?
2. Please share a nationally legally valid employment contract template from your country (could we ask this ?)
3. What should be defined in an internship agreement from the perspective of your company and national legislation:
   - Employer's and intern's details
   - Job tasks
   - Duration of the internship
   - Working hours
   - Salary, payday, and benefits
   - Absence practices
   - Holidays
   - Accommodation
   - Termination conditions
   - Insurances
   - Social security
   - Learning objectives
   - Evaluation
   - Other

     If other, what? _____
4. Would it be permissible for your higher education institution/company to sign the **internship agreement online**, if such an option were available?
5. What are the statutory/higher education institution requirements concerning working hours, salary, and job tasks ?

Appendix 3

Codex for interview respondent, interviewer and stakeholder group and the number of the respondent.

Example	Explanation
EI_EU_01	HEI staff, done by EURASHE, nr 1
PA_EU_01	Public authority, done by EURASHE, nr 1
PA_EU_02	Public authority, done by EURASHE, nr 2
CO_SA_05	Company, done by Savonia, nr 5

Code by partners
ES - ESTIA
EU - EURASHE
MO - Mondragon
SA - SAVONIA
MC - MCAST

Code by profil
ST- Students
CO - Companies
PA Public Authorities
EI - Higher Education Institutions

Appendix 4

Focus group discussion documentation template

App Mobility Focus Group – Documentation Template

Date:	
Country:	
Facilitator(s):	

Participant profiles

Participant #	Name	Position	Relevant Experience
Participant 1			
Participant 2			
Participant 3			
Participant 4			
Participant 5			
Participant 6			
Participant 7			
Participant 8			

Discussion Topics

- Topic 1: Current Apprenticeship Mobility Practices and Challenges
- Topic 2: Credit Transfer and Recognition Mechanisms
- Topic 3: Work Contracts and Industry–Academic Partnerships
- Topic 4: Good Practices and Solutions

Topic 1: Current Apprenticeship Mobility Practices and Challenges

Questions for discussion:

1. What are the current apprenticeship mobility models operating in your institutions/within [partner country name]? What characterises dual education and apprenticeship models in your context?
2. When facilitating apprenticeship mobility between [partner country name] and other EU countries, what are the main barriers and challenges you experience? Explore in particular the following areas:
    - Regulatory/legal barriers
    - Administrative barriers
    - Cultural differences
    - Other practical challenges
3. What makes an apprenticeship mobility experience successful from your perspective? What factors contribute to positive outcomes?

Goal:

- To map the diversity of existing dual education and apprenticeship mobility models across different EU contexts
- Identify the key barriers and challenges that hinder seamless apprenticeship mobility
- Understand different stakeholder perspectives (universities, industry partners, students) on what constitutes successful mobility
- Collect practical examples of current practices and their effectiveness

Notes & observations:

-

Common responses/general consensus:

-

Areas of disagreement/lack of consensus:

-

Noteworthy individual responses & ideas:

-

Topic 2: Credit Transfer and Recognition Mechanisms

Questions for discussion:

1. How do you currently calculate and award credits for apprenticeship/work-based learning components? What are the criteria and frameworks you use?
2. What challenges do you face when recognising credits that students have earned through apprenticeships in other EU countries, or when other countries recognise credits from [partner country name]? Consider in particular the following areas:

- Issues with comparability
- Different calculation methods
- Documentation requirements
- Quality assurance concerns

3. From your national perspective, what would standardised credit transfer procedures for apprenticeships across EU institutions need to include to be effective and fair? What elements are essential for transparency and comparability?

Goal:

- Understand the diversity of current credit calculation and recognition practices across institutions
- Identify specific pain points and inconsistencies in credit transfer processes for apprenticeships
- Collect perspectives on what constitutes fair and transparent credit recognition
- Gather input on essential elements for standardised procedures that respect institutional autonomy whilst ensuring comparability

Notes & observations:

-

Common responses/general consensus:

-

Areas of disagreement/lack of consensus:

-

Noteworthy individual responses & ideas:

-

Topic 3: Work Contracts and Industry-Academic Partnerships

Questions for discussion:

1. What are the typical arrangements for work contracts between students and companies in apprenticeship programmes in [partner country name]? Who are the contracting parties and what are the key elements?
2. What legal and administrative challenges arise when students from [country name] undertake apprenticeships abroad, or when international students undertake apprenticeships in [partner country name]?

- Labour law differences
- Social security and insurance issues
- Contractual obligations and responsibilities
- Quality assurance of host companies

3. How do you currently evaluate and select host companies for apprenticeships? What criteria do you use? What makes a company suitable for hosting mobility students?
4. What factors facilitate successful collaboration between academic institutions and industry partners in dual education programmes?

Goal:

- Map existing work contract models and identify variations across countries
- Identify legal and administrative barriers to harmonised contracts
- Understand current quality assurance mechanisms for host companies

- Collect best practices in academic-industry partnerships
- Identify essential elements for mutually beneficial contracts that protect all parties

Notes & observations:

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Common responses/general consensus:

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Areas of disagreement/lack of consensus:

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Noteworthy individual responses & ideas:

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Topic 4: Good Practices and Solutions

Questions for discussion:

1. What successful examples of apprenticeship mobility or joint programs can you share? What made them work well?
2. What practical solutions do you see for the main challenges we've discussed?

- For credit transfer standardisation
- For work contract harmonisation
- For quality assurance of host companies
- For supporting disadvantaged learners

3. What support structures and resources would be most valuable for implementing seamless apprenticeship mobility at your institution/within [partner country name]?
4. What role could a European framework or network play in facilitating apprenticeship mobility? What would make it most useful to you?

Goal:

- Identify existing good practices and success stories that can inform project development
- Generate practical, implementable solutions to identified challenges
- Understand institutional needs and priorities for support
- Gather input on what would make a European framework genuinely useful and adoptable

Notes & observations:

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Common responses/general consensus:

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Areas of disagreement/lack of consensus:

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Noteworthy individual responses & ideas:

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Additional Statements for discussion

Further discussions can be held on the following statements. The statements are intentionally meant to be a bit controversial in order to stimulate discussion. If there is not much time, you can also vote on the statements in general (e.g. 5-point scale – "I strongly agree" or "I strongly disagree").

1. Host country standards should take precedence over home institution standards when managing cross-border apprenticeships.
2. The institution in the host country should be responsible for vetting the quality of apprenticeship providers, without requiring approval from the sending institution.
3. Credit for apprenticeships should be awarded by the home institution (where the student is enrolled) rather than the host institution or through a joint process.
4. EU-wide minimum standards for apprenticeship work conditions are necessary to ensure fairness, even if they conflict with existing national practices.

5. Institutions should align their academic calendars and alternating work-study periods to facilitate apprenticeship mobility, even if it requires changing established national dual-education models.

Goal:

- Stimulate participants' discussion on tensions and trade-offs in implementing apprenticeship mobility
- Contribute to reflection on balancing standardisation with flexibility
- Explore different stakeholder perspectives on shared governance and responsibilities

Notes & observations:

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Common responses/general consensus:

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Areas of disagreement/lack of consensus:

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Noteworthy individual responses & ideas:

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Additional topics/discussions/ideas/observations
a) b) c) d) e)
Notes & observations: •
Common responses/general consensus: •
Areas of disagreement/lack of consensus: •
Noteworthy individual responses & ideas: •

References

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About the APP-MOBLITY Project

APP-MOBILITY is a unique initiative that harmonises apprenticeship mobility for joint bachelor, master, and PhD programmes across Europe. We blend hands-on, industry-based learning with academic excellence. This makes it easier for students to work and study in various countries. We are creating a unified framework for joint dual education apprenticeship mobility across Europe.

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