

The Professionalisation Contract in France: an ecosystem and a global strategy

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- 20 292 students, 22% international students
- 12 000 trainees (continuing education)
- 37 research teams

8 specific sectors

- Sciences and technology applied to information and communication
- Biology et biotechnology
- Chemistry And materials
- Environment
- Social and Human Sciences
- Mechanics
- PhysiCs
- Mathématiques

Work-linked training : what is at stake ?

- **An incentive** from the regional and national authority
 - to match the needs of the labour market
 - just-on-time training and/or to anticipate change
- **Innovation** and **pedagogical** motivation
 - necessity to reshape educational provisions and training system
- **Funding opportunity** for the development of continuing education within University

In France, work-linked training relies on 2 pillars.

Apprenticeship

Professionalization
Contracts

The National Context in France

Apprenticeship	Professionalization Contract
Young 15 – 25 (prior learning)	Young from 16 up to 25 (continuing education) who abandoned school
At 15 : with a specific scholarship status	Unemployed people from 26
Up to 30 in some specific cases*	Employees or workers with unadapted qualification*
No limit for disadvantaged and entrepreneurship	Young Students in HE to graduate



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The National Context in France

Apprenticeship	Professionalization Contract
Specific Employment contract	Main objective: employment
Fixed-term contract or permanent contract*	Fixed-term contract or permanent contract
Covered/Borne by Regional Authority	Decided with professional branch
Development in progress, also for HE	
Salary depends on the age / diploma	



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The situation at local and national level

- **Apprenticeship contract** is in progress: with a reinforced competences of Regional Authority (*Law 2014)
 - Financial incentive from the Regional Council (higher than the compulsory rate established by Law)
 - Specific experimentation in our region Hauts de France
- **At regional level:** increasing number of trainees at **higher level** (from level 5 up to 8 from EQF) and 60 % left training centers of apprentices at Level 4 as a minimum (*Regional sources 2014)

The situation at the university of Lille 1

Apprenticeship contracts

Curricula	Trainees
Telecom Lille	135
IAE (Management)	478
IUT (University Institute of Technology)	88
Polytech (Engineering School)	174
Total	875
Registered contracts for 2015-2016	

Professionalization contracts

Curricula	Trainees
Biology	4
Chemistry	7
IAE (Management)	279
IEEA (Electronics, High Tech)	134
IUT (University Institute of Technology)	42
Mathématiques (Mathematics)	5
Physique (Physics)	8
Polytech (Engineering School)	38
Sciences économiques (Economics)	185
SEFA (Sciences of education)	39
SFC (Department of continuing education)	1
Total	742
Registered contracts for 2017-2018	

Focus on the professionalization contract: a pretext to reinvent our curricula

- A legal framework and an **employment contract**
 - but no scheme on the organisation of diplomas
 - the universities and schools are free to adapt their courses
- Co-constructive approach with **companies and professional sectors**



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Key elements of work-study training:

- ✓ Alternating working period and training sessions
- ✓ Designing new curricula
- ✓ Mixing public: *initial education / continuing education / employees / job seekers / young students and adults...*

Implementation at the University of Lille 1 – Sciences and technology



Departments or Curricula

- Bank & Finance
- Electronics
- SIAD (information and decision-support system)
- Management of Human Resources
- Renewable Engergy
- Digital Learning



- **Organisation of the block-release training** depending on the type of occupation.
 - **Short-term activity** : what impact on the schedule ?
(ie. « Customer Advisory service »)
- Necessity to rebuilt a **new partnership** on other basis
- **Cooperation** : Faculty of Economics / Other banks
 - More diversity and not focused on one specific occupation
- **Forward-looking reports on jobs**
- Professionalization contracts became a pretext to change the organisation of contents + the pedagogy:
 - move towards **patrimony management / professionnall customer adviser**

BANK & FINANCE

Annexe : tableau des modifications de la maquette du Master 2 Banque Finance.

M2 BF - version actuelle 2010-2013	Vol. horaire actuel	ECTS	M2 BF – Gestion de Patrimoine	vol. horaire	ECTS	Master 2 BF – Chargé de Clientèle profession- nelle (CMNE)	vol. horaire	ECTS
SEMESTRE 3	123	30	SEMESTRE 3	203	30	Semestre 3	203	30
UE1 Relations avec la Clientèle	54	12	UE1 Environnement professionnel 1	56	9	UE1 Environnement professionnel 1	56	9
Microéconomie bancaire et contrats financiers	18	4	Microéconomie bancaire et contrats financiers	21	3	Microéconomie bancaire et contrats financiers	21	3
Gestion de patrimoine privé	18	4	Économie financière internationale	21	3	Économie financière internationale	21	3
Évaluation des actifs financiers	18	4	Anglais professionnel (certification TOEIC)	14	3	Management 1	14	3
UE2 Audit et contrôle des institutions financières	51	11	UE2 Réglementation et contrôle des institutions financières	42	6	UE2 Réglementation et contrôle des institutions financières	42	6
Réglementation financière	15	3	Réglementation financière	21	3	Réglementation financière	21	3
Contrôle de gestion bancaire	18	4	Contrôle de gestion bancaire	21	3	Contrôle de gestion bancaire	21	3
Économie financière internationale	18	4	UE3 Gestion des risques 1	42	6	UE3 Gestion des risques 1	42	6
UE3 Compétences transversales	18	7	Techniques quantitatives appliquées	21	3	Techniques quantitatives appliquées	21	3
Techniques quantitatives appliquées	18	4	Évaluation des actifs et des entreprises	21	3	Évaluation des actifs et des entreprises	21	3
Anglais professionnel	0	3	UE4 Conseil à la clientèle 1	63	9	UE4 Conseil à la clientèle 1	63	9
			Fondements juridiques de la gestion de patrimoine des particuliers	21	3	Conseil en clientèle professionnelle	21	3
			Patrimoine immobilier	21	3	Patrimoine immobilier	21	3
			Fiscalité du particulier	21	3	Fiscalité du particulier	21	3

REMARQUES :

ancienne UE 1 :	<ul style="list-style-type: none"> suppression de « Gestion de patrimoine privé », remplacé par la nouvelle UE 4 suppression de « Évaluation des actifs financiers », intégré dans la nouvelle UE 3 augmentation des volumes horaires (+ 3 hCM)
ancienne UE 2 :	<ul style="list-style-type: none"> suppression de « Économie financière internationale », intégré dans la nouvelle UE 1 augmentation des volumes horaires des cours (+ 3 hCM)
ancienne UE 3 supprimée, les cours sont intégrés aux nouvelles UE, avec augmentation des volumes horaires	<ul style="list-style-type: none"> « Techniques quantitatives appliquées » intégré à l'UE 3, « Anglais professionnel » intégré à la nouvelle UE 1
nouvelle UE 1 :	<ul style="list-style-type: none"> attribution d'un volume horaire à « Anglais professionnel » pour la préparation au TOEIC (préparation en autonomie jusqu'à présent, coût du TOEIC pris en charge par la formation) pour le parcours « Gestion de Patrimoine) « Anglais professionnel », remplacé par « Management 1 » dans le parcours « Chargé de Clientèle professionnelle »
nouvelle UE4 : création	<ul style="list-style-type: none"> « Fondements juridiques de la gestion de patrimoine des particuliers », remplacé par « Conseil en clientèle professionnelle » dans le parcours « Chargé de Clientèle professionnelle » (pour éviter une redondance avec le M1).

The department of Electronics

Gap between research and the labour market:

- **A unique research center in Micro and Nanotechnologies ...**
- As part of the national Network of Large Technological Facilities and Basic Technological Research (BTR), IEMN
- Nanolab facilities missions are to support academic organizations and industries that aim international research level in micro and nanotechnology.

Key enabling technologies:

- will impact jobs in the field of electronics
- pretext for the transformation of training supply in the framework of apprenticeship
 - ✓ Sensors;
 - ✓ IoT (Internet of Things);
 - ✓ 5th generation infrastructures;
 - ✓ embedded systems;
 - ✓ Smart grids;
 - ✓ Nanoelectronics;

SIAD (information and decision-support systems)

Contents and organisation

- A mix of economics and high level of informatics
- **Blended sessions** merging initial training and continuing education : mixing students and adult learners
- Framework of work-based training

Opportunities to organise meetings between Students and Companies

- Two sessions of simulated interviews
- A job dating for students and companies (volunteers)
- A live « my job » operation
- 8 to 10 thematic conferences (Thursday of business intelligence)
- A two weeks session of seminars «tools for the BI »
- The participation to big data challenges or « uses cases ».

MRH: Human Resources Management

Contents and organisations

- Among the best Masters of Human Ressources Management in France
- **Blended sessions** : Initial training, continuing education, and apprenticeship
- **A complex pedagogical organisation** : a week attending courses + shared time + apprenticeship time in companies

Combination of work and training leads to:

- the creation of **specialized university diplomas** (intensive model : social relation management, international HR, ...)
- **In basket** sessions involving English students
- Implementation of **real life HR challenges** and studies
- **Seminars** involving professionnels and aimed at working on HR job prospective (for instance HR information systems in Lille)

Renewable Energy Bachelor Degree (Vocational Degree)

Regional Strategy and global issues

- At the hearth of the regional strategy for innovation and economic development (**Third Industrial Revolution - TRI**)
- **Long term issue** when it comes to the development of projects
- Necessity to **re-think relations** with stakeholders and companies
- Aim at transforming activities in SME companies

Apprenticeship as a pretext to answer the issues of the TRI:

- identify the targets and the stakeholder
- define what can be learned in companies and what is the responsibility of University
- promote the training (job dating);

The digital sector and the labour market : a world apart

- orientations directly connected to the needs of the economic world
- balance between supply and demand,
- coherence between research and jobs (data sciences, cyber security, ...)
- apprenticeship: as a natural extension of the continuous business university cooperation



- work based learning emphasizes the necessity to rethink **cooperation** (every stakeholders)
- **job prospective** and links with professional branches (and their observatories)
- paying attention to **regional priorities**
- need to go beyond regional boundries to take topical issues into account

- at the heart of our missions (continuing education departments)
- cornerstone of the reflexion on the evolution of training provisions (**anticipating mutations**)
- requires **methodological competences**
- concerns every sectors
- implies that our legitimacy is recognised by stakeholders

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Thank you for your attention.

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