

D 3.1. Analysis of Lifelong Learning offerings at EuroTeQ Universities

SUMMARY

29 March 2022

» In BoostEuroTeQ we want to support the professional development of engineers by establishing our partner institutions as constant companions in their lifelong learning journeys. In order to analyse and clarify the initial situation of Lifelong Learning for engineers we investigated internal and external offers geared towards engineering and technology professionals.

» Comparing the internal programmes at EuroTeQ partners we found the nature, vision and organization of Lifelong Learning to be very contrasting across our institutions pointing to fundamental dissimilarities in the approaches of European universities in general. One example are the major differences in the degree of centralization of professional education at the universities, ranging from completely decentralized, with every department in the university managing their own offerings, to completely centralized with one singlepoint of entry for all lifelong learning activities at the university.

» Comparing internal programmes to external non-academic offers we found external programmes to be shorter in duration with a more applied teaching approach. Also external providers were found to run more programmes online or hybrid and were stronger on marketing, meaning that they reach a larger audience than universities.

» Based on the conclusions from our collected data we conducted a SWOT analysis to conclude on the strengths, weaknesses, opportunities, and threats of Lifelong Learning programmes at the EuroTeQ partner universities.

SWOT Analysis

STRENGTHS

EuroTeQ universities have a unique position of having a trusted brand associated with high quality education.

EuroTeQ universities each have specific research areas where they are remarkably strong with particularly well-reputed researchers, professors, and lecturers on staff.

Universities have a monopoly on offering ECTS accredited courses, which validates the quality of the course contents and ensures transferability across borders.

WEAKNESSES

Central overview and alignment of courses, marketing, and administration are missing at EuroTeQ universities where LLL is organized in a decentralized way.

EuroTeQ universities are not strongly positioned in the market for LLL.

Universities are not fast and agile enough in adapting and developing courses to meet the changing demand in the market due to being large public organisations.

There is no incentive system for motivating professors to develop courses for professionals.

OPPORTUNITIES

Engineers' need for upskilling is increasing, and the universities are therefore in a unique position to extend their value proposition further into LLL courses.

The missing awareness and interest for continuous education courses offered by EuroTeQ universities can be met by a stronger marketing effort, coupled with a centralization of the LLL courses.

Courses with more applied learning, based on already strong collaborations/partnerships with companies and other organizations, can be offered.

The demand for flexibility in structure and length of courses and educations can be met by developing more (stackable) micro-credentials.

THREATS

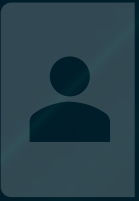
With online and hybrid education, the market is becoming more flexible in time and space and more competitors will be accessible for participants of continuous education.

There's a decreasing demand for ECTS for continuous education courses.

Private competitors develop new courses to accommodate trends in the market faster.



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Further documents

More information and further documents can be requested by contacting Patrick Lenz.

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