

Overview of overseas universities providing validation and accreditation services to large businesses

Abridged from a report produced for
HE@Work by the University Vocational
Awards Council

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Aim of the study

The remit for this study was to produce an overview of overseas universities engaged in providing validation and accreditation services for employer-developed, higher-level learning programmes. The study was based on a preliminary review of published sources and telephone interviews.

Methodology

Literature and internet searches were conducted to identify potential information sources and examples of universities in the EU, USA, Canada and Australia providing validation and accreditation services to large employers. A variety of combinations of key words were used in searches. Key words included validation, accreditation, credit, APEL, RPL, recognition, prior learning, higher education, university, corporate university, company training/development programs, workforce development, employer engagement, employer-led, work-based/workplace learning, association, partnership. Searches were made of specific countries as well as broad international sweeps. Searches and reviews were conducted primarily in English, with limited research undertaken in French and German.

Because of the paucity of relevant information emerging from the EU, USA, Canada and Australia, the searches were widened to other areas of the world including non-EU European countries, Japan and South Africa. HE@Work shared existing knowledge to aid investigations.

Limitations of the study

Although the research undertaken has been thorough, this is an overview study rather than a fully researched report. Therefore we cannot guarantee that all relevant international initiatives have been identified.

Internet searches can be limited in their scope and may not identify relevant initiatives with general or unpredictable words in their names. There may be limited keyword search capability associated with web domains. More in-depth research beyond the scope and scale of this study would require a detailed research report to be commissioned.

Findings

Positive search results beyond the UK proved to be somewhat sparse. A large amount of related relevant material emerged, mainly relating to the accreditation of prior learning (APL) in different manifestations. However, very little was identified that met the specific criteria required. Issues frequently encountered during the research fell into three categories:

- References to the accreditation or validation of work-based learning tended to be in relation to the retrospective assessment of prior learning (APL). They also often related to vocational education and training (VET) at sub-HE levels
- Initiatives and systems to award HE credit in relation to company training programmes were almost invariably HE- and student-centred, not a partnership with the employer to recognise and enhance in-house learning and development on the basis of business need

- Examples of HE accreditation in relation to large employer programmes focused largely on corporate universities, a model that has declined significantly. Corporate universities in America, particularly, vary considerably in quality and standing, so care was needed in selecting relevant examples.

A further challenge has been the sheer volume of material, particularly on APL systems. A notable example is the 2008 EC report, *European Inventory on Validation of Informal and Non-formal Learning*, a document of more than 800 pages, described in more detail in the findings below.

By country and region, the most relevant initiatives and material found are shown in Annex 1.

Conclusions

Findings suggest that, despite evidence of well-established systems for accrediting higher workplace learning in some countries, notably the USA and France, accreditation by overseas universities as such of large company training programmes is very limited. Indeed, the persistently high incidence of UK documents and initiatives emerging from searches designed to filter them out suggest the UK is leading the field in this area. UK literature, policy and practice in the field appeared to be quite widely cited overseas, in contrast to the relative dearth of specifically equivalent work in other countries.

It should again be emphasised that the project was conducted as an initial overview study, so the findings should be regarded as preliminary and tentative. It should particularly be noted that:

- The research was predominately focused on an in-depth review of websites
- The variable terminology used to articulate work in this area posed a challenge to research and analysis
- The information found and reviewed may present a picture that is not entirely current and up-to-date
- Further research would be required to explain the UK's relatively poor showing in a comparative study such as the *European Inventory on Validation of Informal and Non-formal Learning*, if, as appears to be the case, the UK is at the cutting edge of validation of employer-developed learning programmes.

As regards the learning from this as an overview of the provision of HE validation and accreditation services to large businesses, there is potential for more in-depth work to define the landscape more fully, compare different approaches and draw conclusions for UK policy and practice based on robust evidence and analysis. However, if such a study confirmed that the UK is leading the way in this particular approach to HE validation and accreditation, little might be learned.

For HE@Work the research conducted suggests:

- The UK HE sector, HE@Work, with several other UK-based initiatives to validate employer-developed learning programmes, are at the cutting edge internationally of this form of HE learning delivery and associated qualification development and award

- The 'unique' of HE@Work appears to be the development of a learning programme (with an employer and HEI) and award of an HE qualification (by a selected HEI) on the basis of employer business need and individual learner need. The international approaches identified largely focused on providing APEL/credit for an individual learner's benefit.. The study found little information on how such services were designed to support the development of an employer's business).
- There was no evidence found of independent international organisations (like HE@Work) supporting businesses in developing learning programmes that could gain HE validation and that sourced an appropriate HE partner
- Accordingly, the UK, HE@Work and other UK approaches to the validation of employer developed learning programmes seem to be the main innovators in this area.

UVAC
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Material in italics is directly quoted from websites:

EXAMPLE	DESCRIPTION	COMMENTS
AUSTRALIA		
<p>National Centre for Vocational Education Research (NCVER) http://www.ncver.edu.au/industry/publications/854.html Source: <i>Partnerships in assessment: Auspicing in action</i> (2002)</p>	<p><i>'Auspicing' in the vocational education and training (VET) sector involves an organisation entering into partnership with a registered training organisation (RTO) in order to have the training and assessment that it undertakes recognised under the National Training Framework. In such an arrangement, the RTO has responsibility for assuring the quality of the assessments conducted by the other organisation. Thus, the RTO is required to set up systems for monitoring and evaluating assessment processes and judgements about competence. The RTO is also responsible for issuing the qualifications and/or statements of attainment that ensue from that training.</i></p>	<p>Such accreditation is at sub-HE levels but it does include Diplomas at a level equivalent to our (NQF) level 4. Australian universities registered as RTOs are able to accredit at this level. However the only example found did not involve a large employer and appeared to be simply a device to deliver an off-the-shelf Diploma of Community Services to childcare workers spread across different locations.</p>
SOUTH AFRICA		
<p>South African Qualifications Authority http://www.saga.org.za/show.asp?include=docs/pubs/updates/update01-06-99.html&menu=home</p>	<p><i>If your company provides training against standards and qualifications in the Higher Education and Training Band (HETB) of the NQF, then it can apply for accreditation as a Private Higher Education and Training Institution.</i></p>	<p>Similar to Australian example above.</p>

USA		
<p>American Council on Education's (ACE) College Credit Recommendation Service (CREDIT) http://www.acenet.edu/AM/Template.cfm?Section=CCRS</p>	<p><i>...connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside traditional degree programs.</i></p> <p><i>For decades, colleges and universities have trusted ACE to provide reliable course equivalency information to facilitate credit award decisions. Participating organizations include corporations, professional and volunteer associations, schools, training suppliers, labor unions and government agencies, with courses from Arabic to Waste Management.</i></p> <p><i>CREDIT provides solutions for adult learner, workplace, and higher education challenges.</i></p> <p><i>Adult Learners gain greater access to colleges and universities.</i></p> <p><i>Colleges and Universities can more efficiently process adult learner enrollments and connect with workplace partners, thus contributing to their institutional effectiveness.</i></p> <p><i>Employers and Organizations gain national recognition for their quality training while saving tuition assistance dollars.</i></p>	<p>Successful completion of an ACE-accredited company training programme confers HE credit only when the employee is accepted onto a relevant degree or other HE course at an HEI. This is therefore an articulation arrangement.</p> <p>Furthermore, ACE credits, though highly respected, are advisory; HEIs outside formal articulation agreements do not have to accept them.</p>
<p>Fontbonne University (re ACE credit) http://www.fontbonne.edu/about/newsfeatures/getyourducredit.htm</p>	<p><i>How can an individual's ACE recommendation help a company?</i></p> <p><i>First, it validates that the company's training programs are of high quality. Second, once they are cognizant of the fact that their corporation's educational training programs have been approved by ACE and are transferable college credits, employees will possibly be more likely to actively seek out corporate educational opportunities offered by their employer. Third, the educational posting fees for ACE-recommended credit hours are usually fairly minimal -- usually around \$35 to \$50 per credit hour. Given the tuition cost of private and public colleges and universities throughout the U.S., this can be an additional cost benefit to corporations that offer tuition reimbursement.</i></p>	<p>An example of ACE in practice.</p>
<p>Education in the Workplace: An Examination of Corporate University Models</p>	<p>Organizational Models for Corporate Universities</p> <p><i>Margaret Kaeter, in her article <i>Virtual Cap and Gown</i>, believes that there are three primary organizational models for Corporate Universities. These models include Classic, Education Portal and Tailored Training. The Classic model refers to tuition support from the employer that allows employees to pursue</i></p>	<p>Overview of corporate universities in the US. The 'Tailored Training' model provides the best fit for our purpose.</p>

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<http://www.newfoundations.com/OrgTheory/Hearn721.html>

a degree from a college's standard curriculum. In this case, students must apply to the college, be accepted and complete required credits to graduate. In some cases, the student's coursework is done via distance education techniques that may include the Internet, mail and videos. (Kaeter, 2000). The Classic model is also referred to as the Hybrid model. As Meryl Davids explains, using this type of model has encouraged corporate universities to provide their curriculum to non-employees, as well. (Davis, 2000).

Through Education Portals, corporations work with traditional universities or training businesses to provide college courses on-line. These universities may provide the corporation with its own corporate website (portal) which provides students with a virtual campus complete with a company's logo. This model of the corporate university "offers a seamless blend of courses designed by colleges, commercial training suppliers, and the company's own training staff" (Kaeter,2000, p. 119).

Corporate universities may also follow the Tailored Training model which refers to those traditional universities and corporations who are "working in tandem to develop distance learning courses designed to address a company's specific needs" (Kaeter, 2000 p. 119). In this case, corporations can direct universities on which components of their standard curriculum should be passed on to their employees. Additionally, this partnership allows corporations to add their own input and information into the training materials.

Accreditation of Corporate Universities

In 1974, the American Council on Education's Program on Noncollegiate Sponsored instruction (ACE/PONSI) was founded to evaluate "instructional courses and programs offered by business and industry, labor unions, professional and voluntary associations, and government agencies and makes recommendations for college credit based upon such instruction" (Thompson,2000, p. 323). By 2000, ACE/PONSI recommended that courses from over 250 companies receive college credit. These companies included McDonald's, Bell Telephone and The Ford Motor company. Following this lead, Gordon Thompson explains that the Arthur D. Little corporation "has created their own in-house educational institutions that offer accredited degrees" (2000, p. 324). When offering degrees, workplace education programs are referred to as corporate colleges. Thompson explains that he supports the notion that corporate colleges have often been established to offer skills to employees that were not otherwise available. He also found through his research that 14 institutions met the definition of corporate colleges in 2000 (2000).

Corporate Effects on Traditional Universities

Gordon Thompson believes that accredited institutions may pose a threat to traditional universities as they compete for students and faculty. Conversely, corporate universities are similar to traditional universities in that they are spawning lifelong learning. Furthermore, many traditional universities have found corporate universities to be a benefit rather than a threat. Gordon Thompson found that corporate funds have become increasingly important to traditional universities, consisting of more than "20% of the voluntary support for higher education in the United States" (2000, p. 327). With universities, corporations are able to customize higher education needs to fit their "just-in-time skills development," as quoted from Bruce Pietrykowski, by dividing college courses "into sub-units each with its own set of learning outcomes" (2001, p. 299). He continues by stating that "these units can then be combined and recombined to create modules or courses that can lead to certificates that validate a certain type of knowledge or skill set as desired by company or industry standards" (2001, p. 299).

According to Nelson Heller, "about sixteen percent of all corporate education partnerships today are with traditional colleges and universities." (2001, p. 1). As an example, Intel now offers its employees the opportunity to enroll in a MBA program through Babson College which offers students a degree that primarily focuses on Intel cases. Likewise, Valencia Community College earns between \$1.5 to \$2 million in revenues by supporting the college education of Walt Disney World and Universal Studio employees. (Heller, 2001).

According to Meryl Davids "corporate university advocates are quick to admit that their programs don't take the place of top-notch universities" (2000, p. 19). However for those students who can not geographically attend top-notch universities, corporate programs do offer them the opportunity. The true burden of corporate universities on traditional universities may actually be felt in a lowered interest in the graduate business schools that offer executives leadership courses. These courses are offered at a cost of \$4,000-7,000 dollars and can now be offered through one's own corporate university at a minimal cost. (Davids, 2000).

Motorola

Motorola established Motorola University as its corporate university and was "one of the first learning organizations to institute virtual reality in manufacturing training" (Meister, 1998, p. 53). To provide its employee education, Motorola University uses virtual manufacturing labs to train line workers by

modeling the equipment instead of using the actual equipment for training purposes. These labs can be used at any Motorola site via the company intranet through CD-ROM programs. (Meister, 1998). In addition to serving its own employees, Motorola now provides for-profit Learning and Certification services to outside sources as an independent subsidiary of the parent company. (Nelson, 2001).

The Boeing Company.

The Boeing Company provides education to its employees through the Leadership Center. Jill Vitiello explains that a large component of Boeing's curricula focuses on executive learning. As she mentions, newly promoted supervisory personnel must complete a web-based curriculum within 30 days. This training includes topics on company policies and procedures, finding and using resources, and understanding fiduciary responsibilities" (2001, p. 42). Entry level managers "spend one week at a local training site studying performance management, reviewing organizational structure and learning state and regional laws and regulations that govern [their]industry" (Vitiello, 2001, p. 42). Managers are also "required to take core leadership courses at the center at five specific turning points in their careers: when they receive their first management assignments, become managers of managers, prepare for executive responsibilities, begin their first days as executives and assume the challenges of global leadership" (Vitiello, 2001, p. 42).

Boeing's primary means of evaluating the success of its Leadership Center is by conducting employee surveys on an annual basis. These surveys have indicated, as Vitiello summarizes, that "executives and managers who have attended programs ... are more satisfied in their jobs than those who haven't yet attended the programs" (2001, p. 42).

Walt Disney

For those employees hired to work at Disneyland, California, their career begins at the University of Disneyland with an orientation and 40-hour apprenticeship program, most of which takes place on rides. In the classroom, these new hires are given "a very thorough introduction to matters of managerial concern and are tested on their absorption of famous Disneyland fact, lore, and procedure" (Van Maanen, p. 65). Professional Disneyland trainers are responsible for the instructional design, methods and materials they provide in the courses. Course topics include park operations, appearance standards, and Disneyland values. (Van Maanen, p. 68).

For those employees hired to work at Walt Disney World, Florida, they are offered the opportunity to

enroll in Valencia Community College. In addition, Disney also trains outside professionals on their successful traits. These three-day professional development programs are designed to provide non-employee executives with Disney "magic" that can be provided in their own industries. This program takes place at the Disney Institute, a 47-acre Orlando, Florida campus. The executive program costs \$3,000 and includes admission to surrounding Disney parks. Disney is said to offer this program because it believes such an offering enhances their reputation. (Davids, 2000).

Federal Express

Using exit interviews to determine deficiencies in their business, Federal Express found that many employees left the company because of a lack of career development. As a result, the Federal Express Quality University was established. This learning strategy allows more than 140,000 employees to educate themselves through web-based education. Additionally, Martin Delahoussaye explains that when FedEx employees cannot find a suitable course in the Quality University, they fund up to \$2,500 from Federal Express to take courses at outside sources (2001).

United Health/United Technologies Corporation

United Health, a health care provider, offers corporate education through its Learning Institute. Using distance learning technology to offer 24/7 access to course work, United Health partnered with United Technologies Corp. and the Rensselaer Polytechnic Institute (RPI). Distance learning technology is provided by RPI and includes video, nondegree seminars, technical courses and desktop training. These courses are offered from Boston University, Carnegie Mellon, Stanford and the Massachusetts Institute of Technology to employees at both organizations. (Mottl, 1999). The Learning Institute operates on a tuition basis, even within its own corporation. Like many corporate universities, a hybrid funding model requires those who attend the Learning institute to pay for training from their own business unit budgets. (Davids, 2000).

Oracle Corporation

Oracle University supports those employees from the Oracle Corporation through web-based learning. Oracle University provides its more than 32,000 employees and partner organizations with up-to-date product knowledge. The university consists of a virtual campus and a network of regional classrooms. This campus is comprised of industry knowledge, sales methods, technical skills, and Oracle-specific processes. (Meister, 1998).

The General Motors' Saturn Corporation

Saturn Consulting Services primarily offers corporate university curriculum to non-competitive non-General Motors employees. The education is primarily geared towards executives and includes information on leading change, team development, and customer care. Meryl Davis explains that the company also "formed a strategic alliance with \$20billion aerospace and defense giant, Raytheon Co.... [and] in this arrangement, one of Raytheon's training divisions, Door Training acts as the international distraction arm for Saturn's Consulting service, delivering Saturn's content to other global organizations" (Davis, 2000, p. 19).

Bell Atlantic

Bell Atlantic offered its telecommunications technicians the opportunity to earn an Applied Science degrees in Telecommunications Technology through Bell Atlantic's Training, Education and Development department. This opportunity resulted from contract negotiations in 1994. The programs' curriculum, which was custom designed by Bell Atlantic and its union, was offered through twenty-five community colleges. The curriculum included topics in general studies, electricity and electronics, telecommunications, introduction to voice/data, LANs and WANs, and advance technologies, as well as, leadership and teamwork.

Overall, students were required to earn 60 credits through the four-year program. Classes were held during company time, one day per week for two semesters per year. To enrol in the program, employee seniority and scores on the ASSET Test (standard college entrance exam) were considered. The program was free to employees and included books and fees. In 1998, 92 students were awarded degrees. (Mottl, 1999).

Ford Motor Company

Ford Motor Company calls its corporate university FORDSTAR. FORDSTAR is a "network that enables Ford to provide training, access to experts and product information, and networking opportunities straight to [their more than 6,000] dealerships" (Meister, 1998, Extending, p. 52). This training is conducted via one-way video and two-way audio through a digital worldwide network. FORDSTAR programs are designed for employees in their credit, technical, sales, services and parts departments. Nearly 1, 100 sites can be accessed at the same time, reaching up to 300 employees in a single session. Ford's satellite system allows employees to obtain the information and training they need when they are available to participate. (Meister, 1998).

	<p><i>Ford assesses the education it provides employees through various measurement techniques. Primarily, each session requires a progression of steps. If employees are not able to progress through the course, educators can quickly recognize their deficiencies and make changes to curriculum or learning techniques as necessary. FORDSTAR cultivates its educators by providing instructional designers and instructors with their own orientation courses. These courses focus more on learner's roles and responsibilities than on the role of the instructor"(Meister, 1998, Extending, p. 52).</i></p> <p>Dell Computer Corporation <i>Dell Computer Corporation's university, Dell University, provides education to its employees via web-based embedded learning. Jeanne Meister explains that embedded learning stems from "the premise that old learning methods are woefully inadequate to keep up with business needs of companies at the forefront of a rapidly changing industry in which knowledge must be constantly updated" (1998, Extending, p. 52). 35-45% of Dell University's curriculum is delivered via the web. The university's mission relies on catering to the various learning styles of their employees. (Meister, Extending).</i></p>	
<p>McDonald's Hamburger University http://www.mcdonalds.com/corp/career/hamburger_university.html</p>	<ul style="list-style-type: none"> - February 24, 1961, Hamburger University's first class of 14 students graduated - Today, more than 5,000 students attend HAMBURGER UNIVERSITY each year - Since 1961, more than 80,000 restaurant managers, mid-managers and owner/operators have graduated from this facility - The first restaurant company to develop a global training center - The only active QSR currently to receive college credit recommendations from the American Council on Education (ACE) - Continually recognized for excellence in training - Hamburger University students can earn credit toward a college degree through their course work. The American Council on Education has recommended 100 percent of the restaurant manager and mid-management curriculum for college credit – a total of 46 credits. - This means that McDonald's training for Managers is now recognized as college-level course work, eligible for credits that can be transferred to colleges and universities (both private and public) and applied toward a 2- or 4-year degree. - The average restaurant manager has completed the equivalent of approximately 21 credit hours of college-level work through their McDonald's training, which is equal to about one semester of college. 	<p>A notable corporate university example omitted from the list cited above.</p>

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| | <p>- <i>We continue to work with colleges and universities to leverage our partnership with the American Council on Education.</i></p> <p><i>Benefits of a McDonald's Hamburger University®Alliance</i>
<i>Through the College Credit Connection, you can attract qualified candidates for your degree programs. There are over 14,000 McDonald's U.S. restaurants -- in big cities and small towns. McDonald's Managers and mid-managers are hard-working, motivated, life-long learners... who have demonstrated the ability to set goals and meet them. They've completed McDonald's Management Development Courses as part of their career. Their coursework ranges from restaurant operations management to food safety to business leadership. Those who have not yet completed their college degrees know that earning one can lead to more knowledge, more confidence, more success in their current job, and broader opportunities in the future. Because they're busy, working adults – many with families – they'll appreciate saving time and costs as they pursue their educational goals. And they may find that your school is just what they're looking for.</i></p> | |
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Benefits of a McDonald's Hamburger University®Alliance

Through the College Credit Connection, you can attract qualified candidates for your degree programs. There are over 14,000 McDonald's U.S. restaurants -- in big cities and small towns. McDonald's Managers and mid-managers are hard-working, motivated, life-long learners... who have demonstrated the ability to set goals and meet them. They've completed McDonald's Management Development Courses as part of their career. Their coursework ranges from restaurant operations management to food safety to business leadership. Those who have not yet completed their college degrees know that earning one can lead to more knowledge, more confidence, more success in their current job, and broader opportunities in the future. Because they're busy, working adults – many with families – they'll appreciate saving time and costs as they pursue their educational goals. And they may find that your school is just what they're looking for.

ACE Credit Recommendations

Course	1/2001–10/2005	11/2005–Present
Restaurant Management Curriculum (RMC)		
MDP 1		1
ServSafe	3*	1
BSM (Basic Shift Management)	(As Shift Management)	2
ASM (Advanced Shift Management)		1
MDP 2	2*	2
EMP (Effective Management Practices)	(As Systems Management)	3
MDP3	-	2
ROLP (Restaurant Operations Leadership Practices Course)	3	3
MDP4	-	3
BLP (Business Leadership Practices Course)	3	3
Total—RMC	11	21
Mid-Management Curriculum (MMC)		
Transition to Consulting	2	-
Ops Sup MDP	-	3
OCC (Operations Consultant Course)	3	3
Financial Skills Development for Consultants	-	1
Business Consultant MDP	-	3
PFR (Partnering for Results)	2	2
Training Consultants Course MDP	-	3
Delivery Skills for Presentation	1	1
Training Consultants Course	2	3
Managing the Organization	3	3
Foundations of Leadership	2	2
Developing a Global Mindset	1	1
Total—MMC	16	25
Total—All Courses	27	46



ACE -- the American Council on Education -- has reviewed McDonald's Management and Mid-management Development training courses... and recommended their equivalent values in college credits. As one of our allied schools, you can more easily attract McDonald's employees because they know your institution has mapped their Hamburger University credits to specific degree programs to help

them complete their two-year or four-year degrees faster.

ACE articulation process

It's easy to attract students into your degree programs through this program. McDonald's and ACE, the American Council on Education, have worked together to create the ACE Articulation Agreement process.

It begins when the school contacts Hamburger University with an interest in participating in the program. The Hamburger University Master Trainer will contact your institution to begin the ACE Articulation Agreement process.

The school will receive a contact letter from the Registration Team Coach. It explains the intentions of the program and its scope.

During the same time frame, an Articulation Agreement Application is sent to the school contact.

Your completed Articulation Agreement Application will be reviewed by the McDonald's Hamburger University staff using these minimum criteria for acceptance:

- *The school must agree to accept a minimum of 75% of McDonald's Hamburger University/ACE credits within at least 2 majors on the bachelors or associates degree level.*
- *Majors offered by the school should be aligned with either Business Administration, Business Management, Hospitality Management, or other general majors that would enhance job performance within McDonald's.*
- *The college must also be regionally accredited.....*
- *and should be able to accommodate the needs of adult learners.*
- *Some applications receive preferred acceptance. The criteria include all of the above plus:*
- *Tuition discounts, or other forms of discounts...*
- *A dedicated admissions process for McDonald's employees to facilitate admission issues...*
- *A willingness to share matriculation and admission rates...*
- *A dedicated web portal for those interested in transferring credits for McDonald's Hamburger University courses... and A dedicated advising process for McDonald's employees.*
- *The day the review process is completed, a decision letter will be sent to the school.*
- *After the approval of an application, your institution can produce promotional materials such as:*
- *a dedicated web site*
- *a press release*
- *and/or promotional brochures.*

CANADA		
<p>Campus Canada (On Industry Canada site, http://www.ic.gc.ca/eic/site/ic1.nsf/eng/02466.html)</p>	<p>Campus Canada What is Campus Canada? <i>Campus Canada is a national alliance of Canadian universities, colleges, and educational organizations that is providing valuable services to improve access to post-secondary learning on-line.</i></p> <p>Through Campus Canada, learners can:</p> <ul style="list-style-type: none"> • <i>earn university or college credits through prior learning assessment of relevant work experience, education, and training, and apply these credits to an academic program, which they can complete on-line at any participating Campus Canada institution;</i> • <i>transfer credits from different institutions, even institutions outside Canada, toward a university or college program; and</i> • <i>complete a degree, certificate or diploma on-line through a growing selection of programs offered by Campus Canada institutions.</i> <p>Who can take advantage of Campus Canada? <i>Campus Canada offers innovative on-line tools and services to benefit a wide range of learners — from government and private-sector employees looking to improve their skills and knowledge, to immigrants and new Canadians looking to upgrade their academic qualifications. By recognizing existing skills and training, Campus Canada helps learners save time and money in pursuing higher education.</i></p> <p>How are employers and employees benefiting? <i>Campus Canada is currently developing workplace assessment services to allow employers to have their in-house training programs evaluated for academic credit. Since member institutions agree to recognize the assessments, employees who receive credits for their workplace training can continue their studies on-line, from any one of the participating institutions.</i></p>	<p>The development of workplace assessment services allow employers to have their in-house training programs evaluated for academic credit. However, links to the Campus Canada website do not work and attempts to locate up-to-date information on Campus Canada have been unsuccessful.</p>
EUROPE		
ECUANET, the European Corporate Universities and Academies Network	<p>Emerald Group Publishing is the lead partner. Overview of corporate universities published in 2006 (available at http://www.scribd.com/doc/9407517/An-Overview-of-Corporate-Universities)</p>	<p>Useful overview of corporate universities complementing that in US above. Attached as Annex</p>

http://www.ecuanet.info/		2.
<p>European Inventory on Validation of Informal and Non-formal Learning 2007 Update http://www.ecotec.com/europeaninventory/publications/inventory/EuropeanInventory.pdf</p>	<p>Contains detailed analysis of APEL-type activity in every EU nation.</p> <p>The report divides the nations into three categories by level of take-up – high, medium and low, as follows:</p> <ul style="list-style-type: none"> • High take-up: Denmark, Finland, France, Ireland, Netherlands, Sweden • Medium take-up: Czech Republic, Italy, Luxembourg, Romania, Slovenia • Low take-up: Croatia, Latvia, Malta, Slovak Republic. 	<p>An update of the first inventory published in 2006. The UK is included but is not included in any of the three categories of take-up presented by level of activity.</p> <p>Much of the activity described is at sub-HE level</p>
France		
<p>VAE (Validation des Acquis de l'Experience) [=APEL] http://www.vae.gouv.fr</p>	<p>By law any employee with more than three years' experience can request validation for their learning and development. Equally employers can be proactive in using VAE as a learning and development.</p> <p>All qualifications are covered. Around 4,000 of the annual 30,000 VAE certifications are degrees.</p> <p>The process and implications of VAE at HE level are described thus:</p> <p><i>The president of a university or the director of a high school nominates the president and members of the accreditation jury, taking account of their competences</i></p> <p><input type="checkbox"/> <i>It must include members from companies or outside organisations, competent to assess the experiential learning. Members of the company of the candidate may not part of the jury</i></p> <p><i>Two types of practices at work</i></p> <p><input type="checkbox"/> <i>A "weighing" principle: experience and modules are weighed up</i></p> <p><input type="checkbox"/> <i>A "development" principle:</i></p> <p><i>-progress is assessed and situated on a professional and personal trajectory,</i></p> <p><i>-development prospects are constructed</i></p> <p><i>In the first case, we are more on a recording approach, a sort of balance sheet</i></p> <p><input type="checkbox"/> <i>In the second, we are on a dynamic approach, offering the candidates the opportunity to be aware of what they have learnt from their experience and to help them to progress, to develop themselves</i></p> <p><i>Two types of jury decisions :</i></p>	<p>The most advanced APL system in Europe, much of it concerning sub-degree accreditation but with a significant amount of HE. No information found in English to indicate how much employers use VAE.</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> To award a full qualification <input type="checkbox"/> To award part of a qualification or to define what capacities the candidates have to demonstrate, and in this case to give them recommendations on what complementary elements they have to provide to the jury, in order to be fully awarded -60% claims for Bachelor level and 40% for Master level are successful <input type="checkbox"/> 50% claims are concentrated on 15 universities This requires... <input type="checkbox"/> Acceptance by universities' management and by teaching staff of this new approach <input type="checkbox"/> New organisation of the relationships with adults from access to qualification, in pedagogical, administrative and financial terms <input type="checkbox"/> New form of provision, offering different ways to qualification <input type="checkbox"/> New competences for staff in charge of "accompagnement". 	
<p>OTHER</p>		
<p>Metier Academy http://www.metieracademy.com/metieracademy/about_us</p>		<p>Somewhat tangential to the remit, but an example of a private training provider embedding HE credits into its offer in partnership with a European business school.</p>

International corporate training company. Operates in 8 countries as a part of a global network with 44 offices in 23 countries. Has total responsibility of more than 30 large corporate programmes.

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- *Step II: Do four more modules and go for a final case based exam, and you can add 15 more ECTS Credits to your CV.*
- *Step III: The last 10 ECTS Credits are obtainable through the Project Assignment. The teaching supervisor will coach you while writing.*

Through the ECT system students can transfer their 30 Academic Credits to any other educational institution in Europe and continue their studies e.g. with a Master's Degree

ECUANET (2006): An Overview of Corporate Universities

“A Corporate University (also known as an Academy, Institute, learning center or college) is an organisational entity dedicated to turning business led learning into action. It is designed, driven and intricately linked to the company’s business strategy with the aim of achieving corporate excellence through improved staff performance and a company-wide culture in which innovation can thrive. In addition to generating value from their intellectual assets, it helps organizations to identify, retain and promote key employees, whilst at the same time providing valuable, work based learning and career development opportunities for staff.”

Introduction

This document will provide information about the developing corporate university market in Europe. It looks at terminologies in the area of corporate learning and development, puts the research into context with a brief history of CU development and addresses the current concerns and issues that organizations face today when deciding whether to adopt this approach. Finally, the article presents a list of companies that have developed corporate universities.

What’s in a name?

A brief review of the literature indicates that there is no single name or definition for a corporate university.

Searching on Google provided the following results:

“Corporate University” – 563,000 hits.

“Corporate Academy” – 25,000 hits.

“Learning Center” – 35,100,000 hits.

There are many labels used by organizations for this function:

- University;
- Academy;
- Institute;
- College;
- Learning Centre;
- Learning Hub;
- Staff colleges (the public sector in particular has a history of this sort of initiative).

However many of these are symbolic rather than literal. The important factors are that these functions are corporate, strategically aligned and all attempt to raise the impact and standards of training and development initiatives. The Handbook of Corporate University Development (Paton et al.; 2000) defines corporate universities as all initiatives which:

- “are wholly owned by a parent work organization
- Have as their primary focus the provision of learning opportunities for employees of the parent organization (even though it may also offer learning to suppliers and customers);
- Utilize symbols and language from the educational sector.”

However, this explanation does not take into account the fact that these initiatives should be strategic and contribute to the overall success of the business.

Another definition, adapted from www.cio.com Meridith Levinson, The basics of Knowledge Management is:

“A Corporate University/ Academy is a KM process through which organizations generate value from/ to their intellectual and knowledge-based assets (explicit or tacit). CUs offer valuable training and education to employees, but they also help organizations retain and promote key employees. The main goals of a CA/CU are:

- Organizing training
- Promoting continuous learning

- *Starting and supporting change in the organization*
- *Getting the most out of the investment in education*
- *Bringing a common culture, loyalty, and belonging to a company*
- *Remaining competitive in today's economy*
- *Retaining employees."*

Or, in simpler terms:

"The CU/A is - An organisational entity dedicated to turning business led learning into action."

Drawing on all of these sources we believe that that the following aptly describes corporate university activities:

"A Corporate University (also known as an Academy, Institute, learning center or college) is an organisational entity dedicated to turning business led learning into action. It is designed, driven and intricately linked to the company's business strategy with the aim of achieving corporate excellence through improved staff performance and a company-wide culture in which innovation can thrive. In addition to generating value from their intellectual assets, it helps organizations to identify, retain and promote key employees, whilst at the same time providing valuable, work based learning and career development opportunities for staff."

Some organizations have introduced accreditation systems (either internally generated or in collaboration with business schools) into their CU initiatives whereas others have chosen not to adopt this approach. Whilst all of these definitions explore CUs on a broad level it is still important to consider the difference in terminology of these functions as it can shape both the development of the CU or the expectations of the rest of the organization. For example, in the USA 'university' is the popular choice and 'academy' refers more to college academic institutions. However in Europe, 'university' is associated more with a long history of academic achievement and it has often been felt that to use this word in the corporate context would be to undervalue it. For example, in Germany the term 'university' is protected by legislation and cannot be used for anything other than an accredited academic institution (this was also the case in the UK until recently).

In addition, the name of a learning initiative can lead to different expectations for different organization. For example, some companies who are looking for a very practical, work-based learning approach may choose not to introduce a corporate university, preferring to use the term 'academy' or 'institute'. It was for this reason that Dell moved from 'Dell University' to 'Dell Learning'. There is still a mixture of names in Europe (see the list below).

It is also important to take into consideration the dual meaning of 'corporate'. Does corporate mean all-inclusive/throughout the organization or does it refer to the headquarters of a company (i.e. for top management only)? Generally organizations will select the meaning most applicable to their initiative. For the purposes of this report I have used Corporate University (CU) as a generic term that refers to the world of training and learning.

Brief History

It was as far back as the mid-nineteenth century that the first corporate colleges were set up with the aim of producing potential workers with a more practice-oriented outlook. These colleges were incorporated into business schools during later reforms but by the mid-twentieth Century companies once again found themselves looking for practice-oriented employees and so they started to set up their own internal units. Corporate Universities really hit the mainstream in the 1980's as major organizations such as Motorola and GE implemented high profile initiatives with full backing from senior management.

In the 1980s the main objective was cost saving and so CUs would act as co-ordinated training centers. These became corporate learning centers in the 1990s as businesses began to design

truly customised learning programs. Plompen (2004) believes that this decade will see these centers start to transform into web-enabled learning hubs.

Key Considerations

Scope

There are two extreme models of a CU that show how many initiatives can fall under this term.

1. **Wide-focused CUs** – these initiatives take in all types of training and cater for all levels of the business. They have many programs, not just for strategic reasons but also to demonstrate commitment to employees. Lufthansa is a good example of a wide-focused CU.

2. **Lean CUs** – these schemes have a much narrower focus. They tend to be for top management teams only and have a limited selection of programs (e.g. leadership development only). Within these two models there are also considerations such as how much of the CU is in-house (content development and delivery), is there any additional training that is de-centralised? Should the CU cater for top management only? Many CUs start by focusing solely on top managers and the scope of the initiative expands naturally. They are also often introduced when an organization needs to change. For example, Siemens established a CU five years ago when it was undergoing major transformation and employees needed extensive training.

Other companies create CUs primarily as a way of sharing knowledge. Daimler Chrysler's CU was set up to help knowledge exchange across organizational boundaries.

Best practice

The following are factors that should be considered when benchmarking against other companies:

- Contribution to the effectiveness of the business
- Corporate influence
- Structural considerations
- Learning process
- Management of information

ROI

There are pros and cons of detailed ROI analysis. Caterpillar has detailed measurement tools, other organizations (such as Xerox) recognised cost savings by centralising their training and development initiatives as they had fewer staff, ran fewer programs with more participants and were able track costs more effectively. Alternatively there are other CUs that measure results on a broader scale, preferring not to carry out detailed calculations. Most organizations fall into this final category but this issue is one of the main concerns of CU directors across the board.

CUs and Business Schools: Collaboration or competition?

There is still a degree of tension between some business schools and corporate universities due to the threat of competition. However, this appears to be unfounded. Most CUs are not seeking to introduce accredited MBA or degree courses, rather they are looking to introduce more action based approaches. CUs tend to partner with business schools when supplying accredited courses as opposed to competing with them.

In terms of crossover, there have been a number of high profile examples of academics who have moved into the corporate arena:

- BAE (Geraldine Kennedy-Wallace of McMaster University in Canada)
- GM (Tatsuhiko Yashimura from Kyushi University in Japan)
- Charles Schwab (Linda H. Lewis of the University of Connecticut).

According to Paton et al. this practice is more common in the USA than in Europe (and is the least common in the UK) although there have been examples of such moves at Royal Dutch Shell, Unilever and ABN AMRO.

Current market

It is estimated that €43 billion is spent on training each year in the UK alone and, according to recent research, the market size for leadership development alone for the FT top 500 European companies is estimated to be around €105 million. In terms of the lean or wide-focused CU, there

is no dominant model in Europe. Several European companies are well-advanced in the CU stage and there are also a number of start ups. Overall it is estimated that in Europe about two thirds of companies which are engaged in learning activities could be considered to have CU initiatives.

Another important point is that a CU

does not necessarily have to be a physical entity it is more about the process than the place.

France appears to have the largest number of CUs to date (Alcatel, AXA, Bombardier, EADS, Schneider Electric, Suez, Thales, Vivendi Universal to name just a few). This could be as a result of their strong educational tradition.

In the past CUs offered mostly programs but this is less the case now. In fact, pioneers have now moved their 'full time faculty' into internal consultant roles where they help to deliver results rather than content. This happened to FIAT IVOR and Shell earlier this decade. Similarly, Siemens have introduced a program to train internal coaches who can then assist first time managers. It is anticipated that this bundling of tools and techniques (e-learning, consulting, coaching, traditional training) will continue, as will the move towards the action learning approach.

Changes in early 2000 also took place at Lufthansa, ABB and Ericsson where the CUs have almost disappeared. The death rate is high for CUs. Constant organizational restructures and staff turnover means that a CU can lose its sponsoring director or management team almost overnight. This function is not yet as institutionalised in the same manner as other areas. This is mainly to do with the fact that development and learning will always be an 'overhead' area of the business, unable to generate direct ROI. Again, this is why people in this area need to talk in terms of the bottom line/profit & loss even if in reality they do not meticulously measure ROI.

Future

Like everything else, CUs are riding the waves of development:

- IT development and technology (e-learning)
- Contexts – styles and preferences of learners (blended)
- Assimilation and embedding of technologically-enabled learning (just in time)

They will continue to develop although whether these entities will ultimately be able to transform themselves into profit centers is questionable and opinion is divided in the literature. According to Jeanne C. Meister (author of one of the most referenced CU books, "Corporate Universities: Lessons in Building a World-Class Work Force") there are 4 key learning trends to look out for in 2006:

1. Delivery for the Net generation (who will soon be entering the workplace).
2. Continuing education for Chief Learning Officers.
3. Outsourcing learning activities will become strategic rather than a short-term cost-saving exercise.
4. Partnerships with Universities.

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- Corporate universities: driving force of knowledge innovation

Martijn Rademakers. *Journal of Workplace Learning.* Bradford: 2005. Vol. 17, Iss. 1/2; p. 130 (7 pages)

- The Corporate University: Measuring the Impact of Learning, Report by the APQC, 2000.

Some organizations with CU activities:

- Alcatel University (France)
- ALSTOM Learning Institute (France)
- Axa (France)
- Bombardier (France)
- Cap Gemini (France)
- EADS Corporate Business Academy (France)
- LVMH House (France)
- Schneider Electric (France)
- Suez (France)
- Thales (France)
- Vivendi Universal (France)
- Union Fenosa Corporate University (France)
- Allianz Management Institute (Germany)
- BMW (Germany)
- Daimler Chrysler Services Academy (Germany)
- Deutsche Bank University (Germany)
- Lufthansa School of Business (Germany)
- Siemens Business Services (Germany)
- Volkswagen Coaching (Germany)
- ISVOR-Fiat (Italy)
- ABN AMRO Academy (The Netherlands)
- Heineken University (The Netherlands)
- ING Business School (The Netherlands)
- Shell Open University (The Netherlands)
- ABB University (Switzerland)
- Holcim (Switzerland)
- Novartis (Switzerland)
- ST Microelectronics University (Switzerland)
- Swiss Re (Switzerland)
- Union Bank of Switzerland Leadership Institute (Switzerland)
- BAE (UK)
- BT (UK)
- Centerparcs (UK)
- Egg (UK)
- Lloyds TSB University (UK)
- Unilever (UK)
- Honda (Europe)
- Bank of Montreal (Canada)
- Intel Virtual CU (USA)
- Boeing Leadership Development Centre (USA)
- McDonald's Hamburger University (USA)
- Motorola University (USA)
- General Electric Jack Welch Leadership Centre (USA)
- National Semiconductor (USA)
- Chase Manhattan Bank (USA)
- Cisco (USA)
- General Motors University (USA & Europe)
- Charles Schwab (USA)
- VISA (USA)
- HP (USA)
- World Bank (USA)
- Dell Learning (USA)

- Ford University (USA)
- Electrolux University (USA)