

## CONTEXT AND ISSUE

The specific implementation of this Bachelor degree was **co-built** with a major company in the sector of Bank (national brand). It has been a **dynamic construction** that started in 2000 and that is still active and operational in our university.

This partnership dates back to the early 2000s. It is a project that has evolved, which has not remained static, to encompass several dimensions of university-business cooperation. This project is rooted in a request from a major mutual bank, Crédit Mutuel Nord Europe (CMNE). Faced with the increasing complexity of the tasks of customer advisers, CMNE decided to raise the level of recruitment of its staff. Recruitment of employees has indeed evolved from level bac+2 (Level 5 in EQF) to bac+3 (Level 6 in EQF). The CMNE also wished to offer its existing staff the possibility of accessing higher level positions, in particular by obtaining a bachelor's degree.

It was also organised at Inter-University level. This degree was indeed tailor-made for the CMNE by a collective of 6 universities, including the University of Lille.

This partnership is characterized by several elements/steps:

- the creation of the professional Bachelor at the request of a major bank;
- the implementation of recognition of prior learning (VAE : Validation des Acquis de l'Expérience);
- the creation of a Master's degree in Banking and Finance;
- the opening to other banks;
- the introduction of dual studies.

As regard RPL, one specificity is that it is basically an individual right, but for the CMNE we have experimented a more collective way with the development of methodological workshops for students.

Other partnerships with other banks and insurance company were developed and it was adapted to "**Distant bank services**" and to the complexity of the sector.

This partnership has always evolved to take into account jobs transformations and the conditions of access to them. This is why the partnership brings together **various opportunities of business-university cooperation** : *pedagogical engineering, internship, dual studies, contracts and partnerships with companies, co-construction with companies and tailor-made courses, adaptation to the labour market needs...*

## GENERAL DETAILS

The CMNE has nearly 4,000 employees. To design this training engineering, we started from the 4 dimensions of Individual Customer Advisor activity:

- commercial action ;
- credit operations ;
- savings/investment ;
- insurance.

Engineering made it possible to identify the skills that could be assumed by company employees, and those that are more specifically the responsibility of the university. It is actually not a question of

following a short-term logic of adequacy, but rather of giving CMNE employees the tools and skills that will enable them to evolve within the company.

As regard more specifically the mentor's role, we have to define this terminology within our context.

- Mentoring in France (Mentorat): means interpersonal relations in the context of supporting, exchanging, training. In this context, an expert offers his/her support in order to foster the development of a collaborator in the company (linked to business).
- Tutoring is a specific word to describe the action of « supervising » the work of a trainee within the company (whether in internship, apprenticeship, work-based training activities...) ; it has a pedagogical meaning.

In our system, at the University of Lille, companies and faculties share the same tools on-line to supervise the trainee (MySup). This is a computer application that tracks all of the apprentice's activities (digitalized follow-up booklet). Our Center for Apprenticeship provides training of tutors to the persons involved.

## CHANGES IN THE PARTNERSHIP: FROM THE CUSTOMIZATION OF THE BACHELOR DEGREE TO RPL AND THE CREATION OF A MASTER DEGREE

The implementation of this training was an opportunity to reform the collaboration with the sector. The sector has undergone **profound changes since the 2000's** with the development of on-line services and of the specific needs and requirements of clients. Clients spend less time in Bank Agency for simple transactions, and call on a financial counsellor only for complex transactions, or specific requirements.

So, the training needed to be reformed to **better match the needs of the Market**. These changes have taken several dimensions :

- after the settlement of a specific agreement with the CMNE, in the early 2000's, we have adapted the training to meet the expectations of banks specializing in the on-line sale of financial products (customization of the tailor-made Bachelor for a specific group) ;
- the second option was to give experienced CMNE employees the possibility of being graduated without returning to university, thanks to the recognition of prior learning. CMNE employees are then required to produce four short reports of personal experience in relation to the four dimensions mentioned above. Based on case studies of their real experiences, candidates must provide proof that they have acquired the skills required by the Bachelor degree.

They have to choose a relevant case to justify their experience:

- not too old
- not too recent
- not too complex
- not exceptional
- but not too easy...

They must demonstrate analytical skills, the ability to step back from the situation (« what experience and skills do you want to highlight? »). They have to contextualize the case: Agency

/ Fund, marketplace, products, career development stage, clients (individual case study - anonymity preserved, dating and timing, economic and fiscal context).

...

- the third expression of the transformative dynamic of the initial arrangement took the form of a bachelor impact assessment. We asked the Observatory for Professional Integration of the University to carry out a survey on satisfaction indicators and employability. The survey focused on the impact of training or RPL on the evolution of the career and on the evolution of competences.

The partnership was then co-built from the beginning up to the evaluation of the process, of the training, by the trainees, employers.

The next step took the form of the implementation of a Master degree in Bank and Finance. This training is offered both to young people likely to join the MNEC, but also to employees who have obtained a bachelor's degree and who have the potential to occupy managerial positions. The master is more dedicated to the « Director of Bank Agency », while the Bachelor was an opportunity to increase the level of competences of bank employees to adapt to the major challenges of the sector.

## CHANGES IN THE LEGAL FRAMEWORK AND INTRODUCTION OF DUAL STUDIES

Our national vocational training system has also undergone through many and major transformations, since 2004. The latest reform of the vocational training system dates from September 2018 (Law on the freedom to choose one's professional future). This reform places great emphasis on the support for career management of individuals. That is the reason why we have developed and improved a career center with methodological workshops, implemented by a collaboration between Training Engineer and Teacher/Researcher.

But the main pillar of this reform, which confirms a strong trend, is the focus on dual studies. The majority of vocational training funds, at national level, are indeed dedicated to the development of dual studies.

From September 2018 we have adapted the bachelor's and master's degrees so that they can welcome apprentices. This new organization had an impact on the recruitment of students for dual studies (the number of participants increased up to 50 for the Bachelor degree instead of 15 a year). For this we organize every year a “job dating” where companies have real job offers for students who would be recruited with a specific contracts of apprenticeships. It is a real opportunity for students to be prepared to a job interview by our center of career.

This is an important development because, in our view, the company is not only the place where the theoretical knowledge acquired at university is put into practice. The company is also a place of learning in its own right, which forces us to rethink in a global manner the way in which learnings are being build (Cf. Memo on « Université de l'alternance »).