



Harmonising Approaches  
To Professional Higher  
Education In Europe

SEMINAR READER

# BUILDING BRIDGES FOR A MORE PROFESSIONAL HIGHER EDUCATION



*accompanied by*

**DEFINITION AND CHARACTERISTICS OF PHE  
IMPLEMENTATION REPORT FOR PROFESSIONAL  
HIGHER EDUCATION INSTITUTIONS**

# Harmonising Approaches To Professional Higher Education in Europe



## Credits:

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***PART I  
SEMINAR ON PHE  
'BUILDING BRIDGES FOR A MORE  
PROFESSIONAL HIGHER EDUCATION'  
OTOČEC (SLOVENIA), 16-17 OCTOBER 2014***

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## ORGANISERS

### European Association of Institutions in Higher Education (EURASHE)<sup>1</sup>



EURASHE is the European Association of Institutions in Higher Education that offer professionally orientated programmes and are engaged in applied and profession-related research within the Bologna cycles. Members of EURASHE are national associations of higher education institutions and individual institutions, such as universities, (university) colleges and universities of applied sciences, as well as other professional associations and stakeholder organisations active in the field of higher education.

### Association of Slovene Higher Vocational Colleges (ASHVC)<sup>2</sup>



Association HVC is the association higher vocational colleges offering professional programmes and dealing with applied and professionally driven research within the first Bologna cycle. It has 48 member colleges, 29 public and 19 private in 33 towns across Slovenia. The Association HVC is focused on policy, quality and projects development in the field of higher vocational education, innovation and research with particular emphasis on applied and professional segments.

### Harmonising Approaches to Professional Higher Education in Europe (HAPHE) project<sup>3</sup>



This group of 11 dedicated actors in the field of Professional Higher Education in Europe believe that while the European Higher Education Area (EHEA) has contributed significantly to harmonisation of HE in Europe, the 'Professional' Higher Education sector is still in significant flux. Thus, e.g. 'Fachhochschule' are increasingly becoming Universities of applied Sciences while traditional universities are increasingly providing professionally orientated programmes. The wide variety of systems which now fall under the umbrella term of 'Professional' HE, makes it difficult to transnationally analyse this sector, hinders recognition of qualifications, and limits the ability of soft-policy tools to strengthen its growth.

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<sup>1</sup> <http://www.eurashe.eu>

<sup>2</sup> <http://www.skupnost-vss.si>

<sup>3</sup> <http://haphe.eurashe.eu>

# Harmonising Approaches To Professional Higher Education in Europe



## INTRODUCTION

Dear participant,

Welcome to the EURASHE Seminar on '**Building bridges for a more professional higher education**', a 2 day event focusing on the mission of professional higher education (PHE).

Throughout Europe, a significant number of institutions and programmes recognise themselves in a number of features that are linked to the predicate 'professional'. PHE however cannot uniformly be defined within similar historical levels and (national) higher education structures, and even not to certain types of institutions and ways of learning. This because the programmes and institution that want to be styled as professional operate within the same triangle of education, knowledge creation (research) and services to the community, as would be expected from any form of higher education in the European landscape (now the European Higher Education Area (EHEA)). The contours of such (European) higher education are universally accepted by the different parties, including stakeholders like students and employers, as defined by the Council of Europe's 'four purposes' of higher education, irrespective of the type and form of higher education.

Professional higher education is often associated with applied research, as opposed to classical universities who focus on basic research, but is characterised through experimental development and (other) services to the community. That becomes apparent with the close relationship between PHE institutions and its stakeholders.

Another feature is the pride of place that is given to the paradigm of 'learning outcomes'. This is because PHE, and certainly its study programmes are shaped by specific professional goals or needs, in which the contexts of the future professions are clear and the learning outcomes are defined by the professional needs, in terms of integrated competences. A focus on learning outcomes comes naturally to PHE, due to its strong links with the professional world, in different forms of cooperation, via curriculum design and monitoring, work placements and internships, etc.

EURASHE has focused in the past years on the mission of professional higher education, mainly through the HAPHE (Harmonising Approaches to Professional Higher Education in Europe) project. At the very end of the project, EURASHE decided to host this Seminar, based on the outcomes of the organisation's and project's work. While developing '*Profile of Professional Higher Education in Europe*', a diversity of approaches has been researched, large amount of stakeholders consulted, bringing us to the final 'Definition and Characteristics of PHE'. These will serve as a basis for the discussions in Otočec, developing the programme in 3 tracks: Policy and Strategy, Teaching and Learning and Research, Innovation and Development. Throughout the sessions grouped around

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these core characteristics of PHE, we will gather input from institutional representatives, the world of work and other relevant stakeholders. We will as well welcome speakers from various countries in order to share with participants best practices from both institutional and policy point of view. Involvement of different stakeholders, with a strong position of the world of work in the programme will further stimulate building of bridges between the higher education sector and the world of work, for a more professional higher education.

We wish you an informative and fruitful seminar!

EURASHE, ASHVC, HAPHE



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## PROGRAMME

Day 1 – Thursday 16 October 2014				
10.00 am	Registration			
10.30 am	<p><b>Opening of the Seminar and Welcome words:</b></p> <ul style="list-style-type: none"> <li>• <b>Johan Cloet</b>, Secretary General of EURASHE (Belgium)</li> <li>• <b>Alicia-Leonor Sauli-Miklavčič</b>, Project leader at the Association of Slovene Higher Vocational Colleges (ASHVC) (Slovenia)</li> </ul>			
11.00 am	<p><b>Keynote speeches:</b></p> <p><b>Professional Higher Education in Europe – EURASHE’s perspective and policies</b></p> <ul style="list-style-type: none"> <li>• <b>Michal Karpíšek</b>, Vice-President of EURASHE, Executive Officer of the Czech Association of Schools of Professional Higher Education (CASPHE) (Czech Republic)</li> </ul> <p><b>Business perspective to Professional Higher Education</b></p> <ul style="list-style-type: none"> <li>• <b>Markus Lecke</b>, Head of Education Policy, Deutsche Telekom AG (Germany)</li> </ul>			
12.30 pm	Lunch break			
2.00 pm	<p><b>Plenary session:</b></p> <p><b>Overview of trends in Professional Higher Education in Europe</b></p> <ul style="list-style-type: none"> <li>• <b>Ulf-Daniel Ehlers</b>, Vice-President for Quality and Academic Affairs at Baden-Württemberg Cooperative State University (DHBW) (Germany)</li> <li>• <b>Raimund Hudak</b>, Professor at Baden-Württemberg Cooperative State University Mosbach (DHBW), CEO of Synesis GmbH (Germany)</li> </ul>			
2.30 pm	<p><b>Parallel workshop sessions:</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; border-right: 1px solid black; padding-right: 10px;"> <p><b>Policy and Strategy</b></p> <p>Overall development of policies for Universities</p> </td> <td style="width: 33%; vertical-align: top; border-right: 1px solid black; padding-right: 10px;"> <p><b>Teaching and Learning</b></p> <p>Meeting characteristics of PHE in teaching and</p> </td> <td style="width: 33%; vertical-align: top; padding-left: 10px;"> <p><b>Research, Development and Innovation</b></p> <p>Developing the context of research and research</p> </td> </tr> </table>	<p><b>Policy and Strategy</b></p> <p>Overall development of policies for Universities</p>	<p><b>Teaching and Learning</b></p> <p>Meeting characteristics of PHE in teaching and</p>	<p><b>Research, Development and Innovation</b></p> <p>Developing the context of research and research</p>
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	<p>of Applied Sciences and cooperation with the world of work</p> <p><b>Richard Thorn</b>, Emeritus President of Institute of Technology Sligo (Ireland)</p> <p><b>Mateja Melink</b>, Researcher at the Faculty of Social Sciences, University of Ljubljana (Slovenia)</p>	<p>learning on the institutional level</p> <p><b>Terence Clifford-Amos</b>, European Higher Education Independent Consultant (United Kingdom)</p> <p><b>Ajda Praznik</b>, Representative for Higher Education of Association of Student Clubs of Slovenia (Slovenia)</p>	<p>agenda in cooperation with the world of work</p> <p><b>Jean-Pierre Lacotte</b>, Director of European Public Affairs at Technicolor, Vice-chairman of the Association of French University Institutes of Technology Chairpersons (UNPIUT) (France)</p>
4.30 pm	<p><b>Panel discussion:</b></p> <p><b>Building bridges for a more professional higher education</b></p> <ul style="list-style-type: none"> <li>• <b>Johan Cloet</b>, Secretary General of EURASHE (Belgium)</li> <li>• <b>Darinka Vrečko</b>, Ministry of Education, Science and Sport (Slovenia)</li> <li>• <b>Ulf-Daniel Ehlers</b>, Vice-President for Quality and Academic Affairs at Baden-Württemberg Cooperative State University (DHBW) (Germany)</li> <li>• <b>Markus Lecke</b>, Head of Education Policy, Deutsche Telekom AG (Germany)</li> <li>• <b>Jean-Pierre Lacotte</b>, Director of European Public Affairs at Technicolor, Vice-chairman of the Association of French University Institutes of Technology Chairpersons (UNPIUT) (France)</li> <li>• <b>Karlo Kolesar</b>, Vice-President of The Croatian Student Council of Universities and University Colleges of Applied Sciences (Croatia)</li> </ul>		
7.30 pm	<p>Dinner at Restaurant Grad, Otočec Castle</p> <p><u>Venue:</u> Grajska cesta 2, Novo Mesto</p>		

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Day 2 – Friday 17 October 2014								
09.30 am	<p><b>Plenary session:</b>  <b>The role of Professional Higher Education in Education reforms</b></p> <ul style="list-style-type: none"> <li>• <b>António Silva Mendes</b>, European Commission, DG Education and Culture, Director for Education and Vocational Training; Coordination of Erasmus+ (European Union)</li> </ul>							
10:10 am	<p><b>Plenary session:</b>            Alliance for Apprenticeships – signing the pledge between EURASHE and European Commission</p>							
10.30 am	<p><b>Parallel workshop sessions:</b></p> <table border="1"> <thead> <tr> <th>Policy and Strategy</th> <th>Teaching and Learning</th> <th>Research, Development and Innovation</th> </tr> </thead> <tbody> <tr> <td> <p>Regional cooperation for development of policy and strategy in professional higher education</p> <p><b>Ulf-Daniel Ehlers</b>, Vice-President for Quality and Academic Affairs at Baden-Württemberg Cooperative State University (DHBW) (Germany)</p> <p><b>Markus Lecke</b>, Head of Education Policy, Deutsche Telekom AG (Germany)</p> </td> <td> <p>Development of staff and human resource management in PHE institutions</p> <p><b>Johan L. Vanderhoeven</b>, Teacher Training Expert (Belgium)</p> </td> <td> <p>Engaging students into research, development and innovation as well as entrepreneurship</p> <p><b>Mihael Buković</b>, Vice-Dean for development and economy at VSITE College for Information Technologies (Croatia)</p> <p><b>Karlo Kolesar</b>, Vice-President of The Croatian Student Council of Universities and University Colleges of Applied Sciences (Croatia)</p> </td> </tr> </tbody> </table>		Policy and Strategy	Teaching and Learning	Research, Development and Innovation	<p>Regional cooperation for development of policy and strategy in professional higher education</p> <p><b>Ulf-Daniel Ehlers</b>, Vice-President for Quality and Academic Affairs at Baden-Württemberg Cooperative State University (DHBW) (Germany)</p> <p><b>Markus Lecke</b>, Head of Education Policy, Deutsche Telekom AG (Germany)</p>	<p>Development of staff and human resource management in PHE institutions</p> <p><b>Johan L. Vanderhoeven</b>, Teacher Training Expert (Belgium)</p>	<p>Engaging students into research, development and innovation as well as entrepreneurship</p> <p><b>Mihael Buković</b>, Vice-Dean for development and economy at VSITE College for Information Technologies (Croatia)</p> <p><b>Karlo Kolesar</b>, Vice-President of The Croatian Student Council of Universities and University Colleges of Applied Sciences (Croatia)</p>
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	<b>Monique Swennenhuis</b> , Senior Advisor International Marketing, Hanze University of Applied Sciences, Groningen (Netherlands)		
12.30 pm	<b>Closing remarks:</b> Roadmap for successful harmonisation of professional higher education in Europe <ul style="list-style-type: none"><li>• <b>Anthony F. Camilleri</b>, General Rapporteur, Policy Consultant and Project Manager at KIC-Malta (Malta)</li></ul>		
1.00 pm	End of Seminar and Lunch		

# Harmonising Approaches To Professional Higher Education in Europe



## SPEAKERS

### Johan Cloet



Johan Cloet is the Secretary General of EURASHE, starting in 2014. He is the former General Director of Lessius University College/Vice-General Director of Thomas More University College in Antwerp, Belgium (2008-2012). He has been involved in the activities of the Flemish Council of University Colleges (VLHORA – member of EURASHE) as member of its steering board, and president of the steering group of educational policy. In 2013 Johan Cloet has been selected as a member of evaluation teams in the framework of the Institutional Evaluation Programme (IEP) of the European University Association. A former ministerial advisor to the government of the Brussels Region, Johan Cloet's field of study is psychology.

**Opening of the Seminar and Welcome words**

**Panel discussion: Building bridges for a more professional higher education**

### Alicia-Leonor Sauli-Miklavčič



Alicia-Leonor Sauli-Miklavčič is a good connoisseur of international professional higher education, former Secretary General of the Slovene Association HVC as well as a member of the EURASHE working group on Employability & Lifelong Learning. She was one of the partners in the L5-Missing Link project, and is one of the experts for the Short Cycle Higher Education in Europe publication as well as one of the partners in the HAPHE project. In November 2012 she organised and chaired the first HAPHE conference for South-Eastern Europe and in April 2012 co-organised and chaired the Bologna Seminar on Learning Outcomes in Ljubljana (Slovenia). Alicia-Leonor Sauli-Miklavčič established the first Slovene ERASMUS Placement Consortium, the Slovene ERASMUS PHE Alumni Club and ERASMUS PHE Teacher & Staff Club and as an ERASMUS co-ordinator at Wood Technology School, Higher Vocational College (School Centre Maribor) contributed to the its selection for Erasmus Success Stories 2012 by the European Commission. She possesses good command of English, German, Croatian and Spanish.

**Opening of the Seminar and Welcome words**



## Michal Karpíšek



Michal Karpíšek has been Executive officer of the Czech Association of Schools of Professional Higher Education (CASPHE) since 1994. He has been engaged in the introduction and development of the Czech professional higher education since its very beginning. Focusing on internationalisation, CASPHE became a member of EURASHE in 1994. Michal Karpíšek has been a member of the EURASHE Council for the last 12 years and since 2007 he has been serving as Vice-President, specifically involved in the strategy and organisational development of EURASHE and the employability and lifelong learning agenda. In the recent years Michal Karpíšek has been involved in the reform of Czech tertiary education. He served twice as an advisor to Czech ministers of education (2001-2003, 2010-2011) or their deputies for higher education with a particular attention to issues of diversification and quality of tertiary education. He graduated from the Czech Technical University, Faculty of Civil Engineering and has a degree in Quality Management from the Cranfield University (United Kingdom). Michal Karpíšek has been recently engaged as a senior expert in the reform of VET in Turkmenistan.

**Keynote speech: Professional Higher Education in Europe – EURASHE’s perspective and policies**

**Workshop session: Policy and Strategy**

## Markus Lecke



Markus Lecke is a telecommunication engineer and studied at the University of applied Science in Lemgo, North Rhine Westphalia. He started his career as an expert for vocational training concepts within the Deutsche Telekom AG in 1995. In 1999 he was responsible for a team of education consultants. From 2002 to 2005 he became head of DT’s vocational training organization three German states. Since 2005 he is working in DT headquarters department for Human Resources Development in Bonn, in 2009 he became head of the education policies for the group. Since January 2013 he has the role as programme manager for individual development. In this function he is responsible for education policies and academic training offers, e.g. “Bologna@Telekom”, a corporate programme for part time study courses with 700 students. Markus participates in educational-political committees and boards on national and European level.



## **Keynote speech: Business perspective to Professional Higher Education in Europe**

Deutsche Telekom has an experience of 15 years in implementing higher education programmes. The keynote and following examples will show, how to establish good partnerships for dual and part time models and frameworks to implement academic programmes in corporate hr development. Evaluation results will show feedbacks from our part time students and their experiences regarding higher professional education.

## **Workshop session: Policy and Strategy**

**Panel discussion: Building bridges for a more professional higher education**

## **Ulf Daniel Ehlers**



Prof. Dr Ulf-Daniel Ehlers is Vice-President for Quality and Academic Affairs at the Baden-Württemberg State University (DHBW) in Stuttgart (Germany). He has been appointed Professor for Educational Management and Lifelong Learning at the same university. Ulf-Daniel Ehlers is an educational scientist and holds degrees in English Language, Social Sciences and Educational Sciences from the University of Bielefeld (Germany), where he finished his Ph.D. with honours in the field of Technology Enhanced Learning in 2003, and was awarded his Professor grade ('Habilitation') in 2008 from the University of Duisburg-Essen (Germany). He has led many international, European and national projects and is President of the European Foundation for Quality in E-Learning, Vice-President of the Society for Media in Science as well as serving on advisory boards of several professional associations in the field.

**Plenary session: Overview of trends in professional higher education in Europe**

**Panel discussion: Building bridges for a more professional higher education**

**Workshop session: Policy and Strategy**



## Raimund Hudak



As senior lecturer and researcher with over 10 years of experience at leading academic institutions Raimund Hudak has been involved in various research programmes in Germany and abroad. He is the Project Manager at the Duale Hochschule Baden-Württemberg in the European-wide research project HAPHE. Raimund Hudak is also CEO of Synesis' European practice. With his involvement in managerial and leadership positions in among others TEMIC Semiconductor, Trumpf and Fairchild-Convac, he directed among others new market strategies, customer service and total quality communications processes, he designed and implemented strategic business plans and managed vital partnerships and new venture start-ups. With experience in Japan and other Asian countries, Raimund Hudak is an expert in Asian market analysis and supply-chain management. Raimund Hudak holds an MBA in Business and International Marketing from the Institute for Technology and Commerce in Reutlingen and MSc and undergraduate degrees in optics and photo engineering from FH Köln (Germany).

**Plenary session: Overview of trends in professional higher education in Europe**

## Richard Thorn



Dr Richard Thorn, an alumnus of Trinity College (Ireland) in science and environmental science, is Emeritus President of the Institute of Technology Sligo, a doctoral awarding higher education institution where he was President from 2001 to 2008. A recent retiree from the public sector in Ireland he managed in recent years the implementation of the first stage of Ireland's National Strategy for Higher Education. Currently, he is managing a restructuring project of the Higher Education Authority in Ireland. He is the author of over 160 publications on higher education management and policy and environmental science. He is currently President of the Irish Underwater Council – the National Governing Body for sport diving in Ireland - and is a past National Diving Officer.

**Workshop session: Policy and Strategy**





## Mateja Melink



Mateja Melink is an assistant and researcher at the Faculty of Social Sciences, University of Ljubljana. She has been actively involved in the Slovenian team of HEGESCO project (Higher Education as a Generator of Strategic Competences) and later into international DEHEMS project (Network for the Development of Higher Education Management Systems). Currently she is a project manager and researcher in the international EMCOSU project (Emerging Modes of Cooperation between Private Sector Organisations and Universities). Additionally she has been part of the Slovenian research team of OECD's PIAAC project and has also been included into several other national and international projects from the field of education and employment.

**Workshop session: Policy and Strategy**

## Terence Clifford-Amos



Terence is an International Consultant has spent more than 20 years in higher education in the UK and still holds a visiting lectureship at the Université Catholique de Lille, France. He is a former Visiting Fellow of the Universities of Oxford and Cambridge and is well published in English Language, English Literature and Education. He has also published on the Bologna Process. Terence has been Chief Executive and Mayor of Sandwich, Kent (2010-11) and Speaker of the English Cinque Ports during the same period, has advised governments in several countries and has been influential in working towards establishing a Central Asian Higher Education Area with colleagues in Kyrgyzstan. During the past 5 years Terence has visited more than 30 countries, making contributions to university reform and quality assurance, and is a member of quality assurance agencies in Bulgaria, Lithuania, Kazakhstan, Kyrgyzstan Portugal, Slovenia, Switzerland and the UK. He has led international QA teams and has undertaken many reviews audits and accreditations. In Armenia, he has engaged in staff training for QA, has been an evaluator of national science projects (medicine, veterinary medicine, forestry and agriculture) in Bulgaria and is currently an international reviewer, stakeholder and international trainer with the Slovenian QA Agency (Nakvis-SQAA). Terence has worked with the European Commission in Brussels, as a Jury member for ECTS and Diploma Supplement labels, and as a researcher and presenter for major projects both in the Eastern Partnership



countries and the Western Balkans. A regular keynote speaker in many countries, Terence enjoys sharing with new audiences and making new friends.

## **Workshop: Teaching and Learning**

### **Jean-Pierre Lacotte**



Jean-Pierre has spent most of his career within the Thomson group now Technicolor, starting at Thomson-CSF Central Research Laboratory in the Optical Storage Lab. In 1982, he was seconded to the French Administration to organise the A/V presentations of the Sciences and Industry Museum in Paris, up to the opening. He joined the Broadcast Division of Thomson in 1986 and had various positions up to General Manager. From 2002 to 2006 he was the Vice-Chairman of the ITEA Board a "Eureka research cluster for embedded and distributed software". Today, he is the Director for European Public Affairs at Technicolor, Honorary Chairman of the High Definition Forum France, co-chairman of the High Definition Group of the Arab States Broadcasting Union, Chairman of the Agora for Home Networking France, and Vice-Chairman of UNPIUT, the Association of French University Institutes of Technology Chairpersons.

## **Workshop: Research, Development and Innovation**

### **Panel Discussion: Building bridges for a more professional higher education**

### **Darinka Vrečko**



Darinka Vrečko holds the position of Secretary within the Department of Higher Education at the Ministry of Education, Science and Sport of the Republic of Slovenia. From 1996 when she joined the Ministry, she performed different tasks within the international office and as a head of Unit for EU Affairs (preparatory measures and negotiation process for accession to the EU, member of the Socrates Committee and the Education Committee etc.). She was a member of the Bologna Follow-up Group from 1999 to 2010 and it's Chair during the Slovene Presidency of the Council of the EU in 2008, national coordinator for several multilateral programmes in higher education, (co)author of international studies and publications as well as a member of numerous commissions and management boards at the national level. Currently, her main responsibilities include international cooperation and EU affairs, preparation of strategic and



legislative documents and structural funds programming in the area of higher education.

## **Panel Discussion: Building bridges for a more professional higher education**

### **Karlo Kolesar**



Born on 13/04/1989, Karlo Kolesar is a graduate student of management of sustainable tourism development at the VERN in Zagreb. He is in his second term as vice-president of the Student Council of Polytechnics and Colleges which, since its inception, represents more than 45,000 students in professional studies in Croatia. Likewise, in the second term, he is the president of the Association of Students of VERN. Karlo is active in the work of the Council as head of the section of private higher education institutions, especially in the development of partnerships with all institutions responsible and involved in the development of higher education with the aim of better representation of student interests. Karlo gained entrepreneurial experience during his studies by participating in the organisation of several international tourist projects of student interests, and continues his active enrolment through student entrepreneurship incubator.

### **Workshop session: Research, Development and Innovation**

### **António Silva Mendes**



Since March 2012, António Silva Mendes has been the Director for the Education & Vocational Training at the Directorate-General (DG) of Education & Culture in the European Commission. Of Portuguese nationality, he studied mechanical engineering at the University of Lisbon and was professor at the same University for 10 years. Then he became director at the Ministry of Industry in Lisbon. He began his career at the European Commission in 1990 in DG Enterprise, where he took part in international negotiations in the field of the industrial policy and contributed to the promotion of European industrial competitiveness. He was appointed Head of Unit in the Social policy unit in DG Human Resources. In 2003, he headed the Pensions unit, before joining DG Education & Culture in April, 2006 as Director of Resources.

### **Plenary session: The role of Professional Higher Education in Education reforms**



Policy makers and stakeholders at both national and European level are increasingly interested in the field of higher VET thanks to its potential to reduce skills mismatches, supply the economy with advanced vocational skills and react to the skills shortages in growing sectors. From the EU level perspective, Professional Higher Education contributes to achieving of the Europe 2020 headline target of tertiary (or equivalent) attainment and is an important pillar in efforts to promote both excellence in VET and social inclusion. Higher VET supports lifelong learning through creating new pathways and attracting learners back to training. It is also a social mobility tool frequently providing new opportunities from low socio-economic background. The European Commission welcomes all efforts which examine this field of education and training, including the HAPHE project which aims at assessing the wide variety of systems which fall under the umbrella term of Professional Higher Education. There is a certain gap in the evidence which is still patchy by either covering a selected number of countries or a selected number of levels and programmes in higher VET. The European Commission will therefore launch a comparative analysis of all kinds of vocational programmes beyond upper secondary which is to be completed by the end of 2015. HAPHE project results will be certainly used in this study and EURASHE is invited to have an active role in the overall project.

### **Johan L. Vanderhoeven**



He was trained as an educationalist at the University of Leuven (Belgium) and specialised in educational policy analysis and comparative education. After graduation he worked as teacher in higher education (teacher training). Till today he lectures on theory of education, education policy and educational sociology in various further training programmes. For the Flemish University Council he was commissioner on teacher training. Within the framework of the European University in Florence, the Council of Europe (Programme on the legal framework of education structures) and UNESCO's CEPES Institute he was involved in research and consultancy on higher education policy. At present he runs his own education consultancy firm JLVCONSULT cvoa. He is a founding member of the DSDE-Consortium (Developing Schools and Services for Democracy in Europe) and a founding trustee/director of DSTE (Developing Services for Teaching in Europe) (registered educational charity in the United Kingdom). His publications (books and articles) in Dutch, English, French and German include a variety of



topics in the field of education policy, comparative education and philosophy of education.

**Workshop session: Teaching and Learning**

## **Monique Swennenhuis**



Monique Swennenhuis is currently senior advisor internationalisation at Hanze University of Applied Sciences, Groningen. She is primarily involved in strategic policy work on positioning and profiling the University and its schools, as well as on marketing. Prior to this she was a senior policy officer for education and international affairs at the University of Groningen, She has been involved in all aspects of internationalisation throughout her professional career.

**Workshop session: Policy and Strategy**

## **Mihael Buković**



Mihael Buković is a Vice-Dean for development and economy at VSITE College for Information Technologies in Zagreb, Croatia. At VSITE, he is responsible for development of quality assurance processes, focuses on e-learning and lifelong learning, as well as cooperation with the world of work. Graduate from the Faculty of Electrical Engineering and Computing at the university of Zagreb, Buković also holds a degree in Marketing. Before coming to academic sphere, Buković developed a long experience in the industry. Besides his experience as engineer in different companies in Croatia, he has worked in the United Kingdom and Japan. At VSITE, Mihael Buković teaches economics, ethics, marketing and industrial practice.

**Workshop session: Research, Development and Innovation**

## **Anthony F. Camilleri**



Anthony F. Camilleri is a tertiary education policy consultant. He holds qualifications in law from the University of Malta, and was also active in the Malta national students' union and the European Students' Union. He works on topics related to Quality Assurance of Higher and Vocational Education, Social Dimension of Education and Innovation in Education. Currently Anthony runs the

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UNIQUE and ECB-Check certifications for EFQUEL, and is a senior partner at the Knowledge Innovation Centre.

**Closing remarks: Roadmap for successful harmonisation of professional higher education in Europe**



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***PART II***  
***DEFINITION AND CHARACTERISTICS OF PHE***

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## PHE – TOWARDS COMPREHENSION/UNDERSTANDING

### Scope, context, principles

The higher education landscape throughout Europe has changed dramatically over the past few decades. In order to respond to societal, technological and cultural developments higher education has moved from being elite to mass to universal. It has substantially diversified in terms of access of different age cohorts studying in different ways at a variety of levels of advancement and a variety of institutions. Yet, the purposes of higher education still remain largely those defined by the Council of Europe's 'four purposes' of higher education: "preparation for sustainable employment, personal development, preparing students for active citizenship, and creating a broad advanced knowledge base and stimulating research and innovation" .

There has appeared a diversity of different but equally recognised approaches to the way in which these tenets of the Council of Europe's 'four purposes' are implemented by different institutions providing a wide range of institutional missions, values, objectives and provisions in terms of curriculum design and delivery, levels of qualifications, research, development and community engagement. More emphasis is placed towards responsiveness to the societal requirements, employability characteristics amongst graduates, as well as enhancing the role of higher education within the life-long learning concept and affiliation with corresponding structures. In the recent period higher education systems have witnessed blurring the borders amongst formerly set types of higher education institutions. Despite the diversity of approaches at every level of higher education, the issue of quality remains central if all the different types of higher education are to remain different but equal to the various stakeholders.

EURASHE is concerned with higher education that is avowedly focused on the preparation of graduates for a smooth integration into the world of work, research that is market oriented/user inspired and community engagement that is deeply rooted in the communities (local, regional, national or international), whether provided at the institutional, faculty or department level. The following definition and specific, key characteristics should serve as guidelines to better understanding this particular type of higher education, respecting its mission, integration within higher education systems and promote its development and evaluation irrespective of the institutional background and provisions.



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## Definition of Professional Higher Education (PHE)

**Professional Higher Education is a form of Higher Education that offers a particularly intense integration with the world of work in all its aspects, including teaching, learning, research and governance and at all levels of the overarching Qualifications Framework of the European Higher Education Area.**

Its function is to diversify learning opportunities, enhance the employability of graduates, offer qualifications and stimulate innovation, for the benefit of learners and society.

The world of work includes all enterprises, civil society organisations, and the public sector. The intensity of integration with the world of work is manifested by a strong focus on the application of learning achievements. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research.



## PHE Characteristics Framework

The framework supplements the definition by clarifying how the professional nature of HE expresses itself through various characteristics of Higher Education. The characteristics do not attempt to describe a professional HEI, but rather are applicable to units of education, most typically courses or programmes within HE.

The framework is made up of three variables:

- **Characteristic:** this is simply the name of the indicator
- **Description:** this merely describes what is meant by the indicator
- **Core Criterion:** This sets out the minimum requirement the educational experience must adhere to, so as to be considered professional higher education.

Characteristic	Description	Core Criterion
<b>Policy and Strategy</b>		
<i>How is PHE embedded and represented in the overall policies and strategic framework of higher education institutions?</i>		
<b>Policy and Strategy Integration</b>	Integration of the world of work into policies and strategic framework	Institutional policies and strategies are defined in collaboration with the world of work.
<b>Objectives and Outcomes</b>	Main objectives in relation to the outcome of PHE	PHE specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis is on learning outcomes and use-inspired research.
<b>Regional Integration</b>	Engagement with its regions and contribution to their development	PHE is strongly embedded in regional partnerships with the world of work.

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Characteristics	Description	Core Criteria
<b>Teaching and Learning</b> <i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Methods of Curriculum Development</b>	The process of design and development of: - learning outcomes - curricula - methods of learning and assessment	Curricula are developed by academia in collaboration with stakeholders, in particular from the world of work, taking into account the future needs of the practice and context of employment.
<b>Learning Outcomes</b>	What a learner is expected to know, understand and be able to do as the result of a process of learning	The learning outcomes reflect essential knowledge, skills and attitudes related to the specific professional requirements, but should not be limited to this.  In addition, students acquire professional and life skills which enable them to act successfully, in an innovative and self-organised way in a changing work environment.  The involvement of students in research, development and innovation activities leads them to better professional practice.
<b>Content for Teaching and Learning</b>	The content comprises: - syllabus and other materials - practice examples - working methods	The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations.  The content is informed by the latest research, trends and references from both the world of work and academia.
<b>Learning Methodology</b>	The learning methodology comprises: - the learning design	The learning methodology comprises methods of active, collaborative and self-organised learning and while focusing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based

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	- the assessments needed to achieve the learning outcomes	learning (PBL), or any other authentic learning situations. Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment.
<b>Learning Environment</b>	The surroundings and conditions in which learning takes place	The learning environment includes experience within Institutions as well as outside, in the world of work. Significant practice phases and/or job experiences serve to reflect theory in a practical context.
<b>Programme Team</b>	All persons involved in the design, delivery and assessment of learning, including visiting lecturers, professionals and support staff	At the programme level, the team shows a combination of academic background and relevant experience from the world of work.

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Characteristics	Description	Core Criteria
<b>Research, Development and Innovation (RDI)</b> <i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level?</i>		
<b>RDI Agenda</b>	The scope of the RDI activity	The RDI agenda is informed by the world of work in order to meet the needs of society and of the world of work.
<b>RDI Process</b>	The way RDI meets the needs of society and the world of work	<p>Researchers seek and provide input from and to the world of work and value stakeholders' requests and contributions.</p> <p>The RDI process respects the nature of the inputs and can include various types of research activities and scholarship.</p>
<b>RDI Outputs and Outcomes</b>	The expected result of RDI	RDI outcomes aim to be relevant to the world of work, and society. In addition to traditional outputs, such as licenses, patents and publications, RDI outcomes are solution-oriented with tangible benefits for the world of work and society.

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***PART III  
IMPLEMENTATION REPORT FOR  
PROFESSIONAL HIGHER EDUCATION  
INSTITUTIONS***

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**PHE INSTITUTIONS' EXPERIENCE – BASIS FOR GUIDELINES**

The implementation report will provide for project sustainability a **guide to Professional Higher Education Institutions, as how to use the framework within a live setting**. The following report includes examples of implementation based on good practices and guidelines within the partner countries.



Characteristic	Description	Core Criterion
<b>Policy and Strategy</b> <i>How is PHE embedded and represented in the overall policies and strategic framework of higher education institutions?</i>		
<b>Policy and Strategy Integration</b>	Integration of the world of work into policies and strategic framework	Institutional policies and strategies are defined in collaboration with the world of work.

## BELGIUM – FLANDERS

University Colleges have independent boards of directors which include executives and representatives from the world of work. These are leading figures from companies, employers, social-profit organisations etc. mostly from the region. Examples include top managers of private companies, hospital leaders, government executives and leaders of employers' organisations or sector representatives. In most institutions these representatives make up for more than two thirds of the board.

These people have a decisive voice in the policy and strategy of the institution.

Many University Colleges use stakeholder sessions to draw up or revise policy and/or strategy. Stakeholder sessions do not only include the staff members, students or alumni, but also national and regional representatives of the world of work. The aim is to draw from a wider and more diverse group of people from the world of work to inspire the strategy and policy discussions.

## FRANCE

IUT (University Institutes of technology) and Engineering School are administered by a board of Administrators. Although statutes differ from one institution to the next, each board has representatives of regional and local authorities, representative of employee unions and representatives of employers. Staff members (teachers, researchers, administrative and support staff) as well as students elect their representatives for a 3-year term; representatives of the world of work (trade unions, employers' unions, chambers of commerce) are co-opted by the relevant bodies; regional and local authorities' representatives are also co-opted. Each IUT and Engineering School has been encouraged to have a local representative of the world of work to preside over its Board of Administrators.

Although this is not written in the law, approximately 95 % of such institutions have elected to do so. (e.g. 110 of 113 IUTs have an employer representative as their president).



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Just as the directors of IUTs or Engineering Schools have organised themselves into national networks, presidents have national associations which are used for lobbying and capacity building. For instance, UNPIUT the national association of IUT Presidents, holds regular seminars for newly elected presidents; they put forward the voice of the world of work when working with the legislator or HE ministry. Because of their expertise and ability to mobilise all stakeholders on the world of work, these associations are also involved in the quality assurance process.

### GERMANY

For the different types of PHE institutions in Germany – the *Fachhochschulen*, *Duale Hochschulen*, *Berufsakademien* und *Fachschulen* - the mandate bestowed by the legislator, in line with the traditional principle of the unity of teaching and research, is to provide professional training to students in a way that directly involves the world of work.

The characteristic features of the design of the courses of study and the organisation of teaching and studying at *Fachhochschulen*, *Duale Hochschulen*, *Berufsakademien* und *Fachschulen* are the particular emphasis on practical application and the closer links with the requirements of the professional world.

A specific example of a full integration of the world of work with HE is found at the DHBW *Duale Hochschule in Baden Wuerttemberg* (Cooperative State University Baden-Wuerttemberg).

According to the state laws for higher education of the state of Baden-Wuerttemberg, the University Council of the Cooperative State University Baden-Wuerttemberg is the highest decision making body. Its majority is composed of representatives of the world of work. In addition the faculty boards of the 3 faculties are composed of an equal number of representatives of the world of work and of academic representatives. In the University's Senate the Professors have the majority.

Institutional strategies at the DHBW are crafted and decided upon in those committees.

The state law of Baden-Wuerttemberg as one of the only state legislations for higher education in Germany, is giving specific attention of embedding the dual Partner organisations within the governance scheme of the university, and outlines roles and responsibilities of them as well as the relationship between the world of work and the world of academia for the DHBW in detail. It is a unique example of legislation in which the special relation of practice and academia is designed in a way to function in an equal partnership and at the same time respecting the governance of an academic institution.

As an alternative to the dual courses of the *Berufsakademien* and the DHBW, several *Fachhochschulen* and *Universities* have developed so-called dual courses of study in collaboration

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with the regional world of work. In fact, the dual mode of studying is currently one of the fastest growing sectors in higher education in Germany.

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Characteristic	Description	Core Criterion
<b>Policy and Strategy</b> <i>How is PHE embedded and represented in the overall policies and strategic framework of higher education institutions?</i>		
<b>Objectives and Outcomes</b>	Main objectives in relation to the outcome of PHE	PHE specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students.  The emphasis is on learning outcomes and use-inspired research.

## CROATIA

In accordance with the mission, Zagreb School of Economics and Management (ZSEM) continuously assesses values, knowledge and skills through the Assurance of Learning process, and implements changes in programmes and organisation. Both in the undergraduate and graduate programmes, the ZSEM mission is achieved in such a way that students acquire knowledge, skills and values for work in the globalised world undergoing constant changes. In the undergraduate programme, students acquire knowledge in the fields of economics and business administration, communication skills (written and oral), and ethical values. All of them are placed in the global context. These goals are accomplished in different courses within the curriculum. The learning outcomes are assessed with both direct and indirect measures and changes are made based on the results.

## FRANCE

*Alternance longue* (Long-term Dual Learning)

IUTs have been created especially to prepare a PHE award within the university: the 2-year (level 5) University Diploma of Technology (DUT). The formula on which the DUT rests involves a 10- to 12-week placement (over 2 years). This has been found satisfactory for the first 40 years of their existence but in a period where companies need graduates that are more immediately employable and can adapt very quickly to changing conditions, enterprises have been asking for graduates with more knowledge of the world of work without wanting to compromise on their academic performance. Secondly, the overwhelming success of the DUT has also been somewhat detrimental to the graduates' immediate employment: Bachelor programmes, Master's and Engineering schools have tried (and managed) to attract them, thus depriving the world of work of the high quality level 5 graduates they need for their development.



The organisation of some of the DUT programmes has therefore evolved to make them genuinely *dual*. Thus, with the collaboration of enterprises and the financing bodies for Lifelong Learning (called *OPCA* in France), a number of IUTs have created 3-year long sandwich courses (*dual learning*) in which students work a full year in partner enterprises according to the following pattern:

- Year 1: 2 semesters of academic training, with a short (2 to 3-week) introductory work experience session (the traditional Semesters 1 and 2 of the DUT programme);
- Year 2: one semester (16 weeks) of academic training + rest of the year (32 weeks) within the enterprise + 1 or 2 ‘get together’ sessions at the institution;
- Year 3: 1 semester with the enterprise + Semester 4 of Academic training.

The programme combines a full year of on-site training within the enterprise and fully respect the academic (nationally defined) programme. These programmes rest on a work contract (learners are employees, not students) co-funded by the enterprises and *OPCA*s in a standard Lifelong learning mechanism (*Contrat de professionnalisation*). Thus, the downside that it takes one extra year to graduate is balanced by the advantage for the learner of having a regular wage.

*Alternance* through Apprenticeship (Dual Learning)

Most IUTs, some Master’s degrees and most Engineering Schools have also allied with regions and enterprises to deliver dual learning courses under the organisation of Apprenticeship: the total amount of prescribed teaching hours for apprentices does not differ from the provisions for the “non-dual”, mainstream organisation and they have a part-time contract with a company during which they are given a real-world mission.

IUTs and *Ecole d’ingénieurs* have made it a point to define carefully the role and input of each stakeholder involved: Engineering Schools programmes define how competences are acquired while IUT national curricula (*Programmes pédagogiques nationaux*) all have a specific section on apprenticeship that sets the provisions for dual learning. The IUT Quality assurance system (*Commission consultative nationale*) assesses the performance of each stakeholder within the organisation.

Apprentices receive a salary under their work contract, the learning institution is paid a tuition fee by the employer and the region provides social benefits for the apprentices such as travel expenses between the two places of learning.

The State promotes Apprenticeship through tax incentives for participating enterprises (e.g. waving of taxes on apprentices’ salaries) and funds the regions through the National Fund for Development and Modernisation of Apprenticeship (FNDMA).

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## GERMANY

Thanks to the combination of theoretical and practical training, graduates of vocational education and training courses based on a dual system offered by the *Berufsakademien* and *Duale Hochschule* are well prepared for working life during their actual studies.

The DHBW focuses on employability through enabling students to have job related experiences in half of their study time. The model foresees that half of the study is spent in theory phases in one of the nine campus of the university as well as half of the study time in so called “practice studies” in one of the dual partner organisations, from the public or private sector. For both learning environments there is a curriculum and practice studies are actually viewed and experienced as studies rather than pure work experiences.

The objectives and outcomes of the curriculum are focused on enhancing the students’ competences for their respective practice fields.

Work placements afford an opportunity to gain an insight into the working world and establish contact with prospective employers. In the case of the DHBW, students actually have employment contracts (called study contracts) and stay for the entire study programme with the same employer, funded through a salary in trainee level. In many cases the topics of *Diplomarbeiten* or *Bachelorarbeiten* (dissertations) derive from practical problems from the work context that students have analysed in the practical study phases.

The *Fachhochschulen* and the DHBW focus their research on use inspired research through creating and funding collaborative research projects between the university and their dual partner organisations.



Characteristic	Description	Core Criterion
<b>Policy and Strategy</b> <i>How is PHE embedded and represented in the overall policies and strategic framework of higher education institutions?</i>		
<b>Regional Integration</b>	Engagement with its regions and contribution to their development	PHE is strongly embedded in regional partnerships with the world of work.

## ESTONIA

PHE institutions have strong regional partnerships with professional associations; participate actively in advisory and decision-making bodies, shaping national and regional strategies.

The aim of participation in professional associations is to tie the development of PHE institutions main activities with relevant trends in the working world. This also translates into participation in the development and updating of professional standards, mapping needs for in-service training and having a say in shaping higher education and economic policies.

15% of curricula (36 ECTS) is comprised of practical training which can take place in companies.

## FRANCE

In the Northern Region of France (*Région Nord - Pas de Calais*), emphasis has been set on retraining young unemployed holders of the *Baccalauréat* (the Secondary School Leaving Certificate - Level 4). An oversupply of young adults has received training that is irrelevant to the needs of the regional industry: a case in point is the situation of young women trained in secretarial skills (at level 4) in large numbers. These groups, who suffer from low skills, a general lack of adaptability and the tendency to reproduce traditional mores (“women work in secretarial jobs”), have essentially not been able to nurture a viable professional project. Their only outlook is unemployment. At the same time, major industrial employers in the region (such as automobile manufacturers Peugeot, Renault and Toyota, the rail industry, steel works, etc.) find it difficult to hire qualified technicians and other intermediary personnel in a typical skills mismatch issue. The employers, the *Région Nord - Pas de Calais*, the IUT de Valenciennes (*Université de Valenciennes et du Hainaut-Cambrésis*), the local authorities have joined forces to setup an original retraining scheme that rests on:

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- Detection by the local Young People Employment Centre (*Mission locale du Valenciennois*) who provides lists of unemployed people under age 26 who meet the criteria defined by the stakeholders;
- Awareness and empowerment of young people through a series of personal development sessions, workshops designed to raise their awareness of industrial jobs, and their ability to grasp simple scientific concepts. The National Science Week (*Fête de la science*) provides opportunity for visits of manufacturing sites, research labs, teaching and learning institutions. The aim is to restore these young people's self-esteem and equips them with a better understanding of what a scientific job in industry can bring them;
- Selection by the IUT (and partners) for entry into a specific 6-month training programme;
- Bridging Tuition (in dual learning) within a specific group in scientific (maths, physics, mechanics, electricity) and industrial subjects as well as training in the generic skills with dedicated tutors at the IUT and in a company under a 6-month apprenticeship programme. Specific work on the learners' personal/professional project is undertaken. Learners sign a part-time work contract and are paid. Funding and support packages come mostly from the region and the employer.
- Assessment
- Access into *mainstream* Level 5 Professional Higher Education, according to results, motivation and, mostly the learner's personal project: mostly IUT and STS (higher vocational education) in dual learning (apprenticeship). The companies involved mainly keep the learners.

## GERMANY

All PHE institutions – the *Fachhochschulen*, *Duale Hochschulen*, *Berufsakademien* und *Fachschulen* – have a strong collaboration with regional bodies of the world of work, as well as associations and employers networks.

The DHBW is currently collaborating with more than 9000 dual partner organisations which are employing the students during their study phases, and are the place for the practice study. The partner organisations by law are members of the university and constitute one of the universities' status groups, equally represented like the students and the professors within the universities' governance schemes. To become a dual partner, an organisation needs to submit an application and has to meet the quality standards which are checked by the university. The official admittance is given through a local university council and can be revoked in case of quality problems.

Within the governance scheme of the DHBW there is a specific role which is dedicated to maintaining the quality of partnerships with the dual partner organisations, which is the head of



study programmes. This is a professor with a specific time budget allocated entirely to the partnership building and maintenance between the university and the dual Partner organisation.

### PORTUGAL

PHE institutions usually involve regional companies and professional associations in the process of student training. In some cases, regional integration is achieved by a high number of institutional protocols with professional organisations (public and private) and also with other higher education institutions, municipal bodies and companies. PHE Protocols with the world of work are seen as a strategy to accomplish regional partnerships in order to fulfil PHE's mission, objectives and outcomes.

The 'Social Volunteering Program' at the Setúbal Polytechnic Institute (IPS), is a good practice example, where a beneficial collaboration has been established with local municipalities regarding not only traineeships, but also jointly created projects, relevant for both parts. In 2007-2009, by request of Setúbal municipality, IPS supported the creation of a Social Volunteering programme in one of the city's most problematic social areas (Bela Vista). Between 2008 and 2010, IPS collaborated with the Palmela municipality in order to modernise an old primary school, which was part of the Fantasiarte Program (Education Through Art).

Another Good Practice example is the '*Plataforma 21 Alto Alentejo*', a partnership between Portalegre Polytechnic Institute (IPP) and several municipalities of Alto Alentejo region, '*Plataforma 21 Alto Alentejo*' is a Portalegre region business association created with the purpose of monitoring and discussing the needs of the region and organising initiatives. IPP has made a strategic plan for the region with the collaboration of those entities.

Another example comes also from the Portalegre Polytechnic Institute, where a regional partnership has been established with regional stakeholders, including public and private entities, in order to make the Portalegre city more student-friendly and increase the number of students in town. Each partner offers special benefits for students.



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Characteristics	Description	Core Criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Methods of Curriculum Development</b>	The process of design and development of: <ul style="list-style-type: none"> <li>- learning outcomes</li> <li>- curricula</li> <li>- methods of learning and assessment</li> </ul>	Curricula are developed by academia in collaboration with stakeholders, in particular from the world of work, taking into account the future needs of the practice and context of employment.

## CROATIA

Curriculum management at ZSEM encompasses a process which includes all relevant stakeholders involved in life of the School.

Faculty is involved in curriculum management on the basis of defined faculty goals which are consistent with the mission. Involvement of the students is actualised by their participation in the assurance of learning process encompassing measurement of student learning goals to achieve learning outcomes. Learning outcomes are subsequently embedded into the new syllabi and improved curriculum. In the assurance of learning process students are actively participating with preparation of presentations, completing team assignments etc.

It should be emphasised that curriculum management places the faculty in the centre of the decision making process because faculty integrate the realisation their goals and student learning goals with the mission statement.

The business community is involved in curriculum development as well through Advisory Board activities. During Advisory Board meetings, generally the curriculum is presented and members of the business society provide their suggestions on how to improve the curriculum.

## ESTONIA

Feedback from the labour market is received through the TTK UAS Advisory Board, Curriculum Councils and the members of Diploma Theses Evaluation Committees, as well as through the TTK UAS employees who have memberships in professional associations.

The launch of a potential new curriculum is based on proposals from professional associations, members of the TTK UAS Advisory Board and partner enterprises, as well as on input received from



external members of Curriculum Councils and Diploma Theses Evaluation Committees (at least 50% are external members, mainly from world of work) to address the needs of the labour market. Written proposals and recommendations by professional associations are accepted as bases for launching new curricula and planning specialisations.

Curriculum Councils operate as standing committees coordinating the development, modification and analyses of curricula. Curriculum Council comprises of at least two external representatives of professional associations or from among employers (also the Dean, the Holder/Head of Chair, at least one student representative).

### FRANCE

1. While DUTs (Diploma, Level 5 award) have their own nationally organised Quality assurance system, Professional Bachelors (*Licence professionnelle – EQF Level 6*) depend on their university internal Quality assurance. Although traditionally universities have been autonomous in organising their own internal quality assurance systems, *licences professionnelles* have been required by law to setup their own QA assurance body, the Advisory Committee (*Conseil de perfectionnement*). It comprises representatives of the academics involved, professionals (involved in the teaching or not) and students. Because *Licences professionnelles* may be highly work-oriented, professional programmes within generally Academic institutions, it is important that each one should be given the opportunity of deciding on its own QA organisation, mostly letting professionals have a say in its organisation.

According to the programme, the Advisory Committee will meet one or several times a year. Its usual attributions are:

- validating the teaching and learning programme;
- examining the students' progress and proposing remedies to any difficulty;
- validating the work experience programme (company placement, dual education scheme, etc.) given to each student;
- validating the projects given by partner companies;
- organising the training of company tutors.

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Examples of Advisory committee organisation:

<i>Licence professionnelle</i> /University	Meeting/Who?	How often?	Attributions
Rail Vehicles Maintenance (University of Lille 1)	Representatives of companies Programme coordinator Lecturer representatives	Once yearly	- validates curriculum change only - a steering committee (academics and teaching professionals only) is in charge of other validations
Methods and Engineering in Automotive Diagnostic (University of Paris-Est - Créteil)	Representatives of companies Programme coordinator Lecturer representatives	Twice yearly	- validates teacher selection - validates curricular changes - validates placements subjects
Industrial Installation Design (University of Le Havre - in partnership with <i>Association de formation professionnelle de l'industrie – Région havraise</i> )	Every company involved participates Programme coordinator	Every 8 weeks	- recruit students - validates the curriculum - validates projects - adapts curriculum

2. In many IUTs, the work week has been extended to include Saturday mornings: this enables professionals, consultants, company staff (technicians, executives) to devote time for students for teaching classes or being involved in project work or mentoring without interfering with their usual workload. More generally, the question of time and place is important to PHE: specific (out of the ordinary) times for those lectures by professionals that are delivered in the institution serve to help students focus on the outcomes of these classes. Being able to deliver some classes in work-specific places allow students attending those to become acquainted with such generic abilities as punctuality, compatible behaviour and attire: a number of the IUT's seminars take place in the premises of the Chamber of Commerce, often in the Chamber's Council amphitheatre.



3. Each PHE institution has to setup a survey of its graduates through its Observatory of Student Life (OVE). The network of IUTs has decided to create its own centralised graduate survey: *Enquête sur le devenir des diplômés de DUT* (Survey of DUT graduates). All IUT graduates are surveyed after 30 months by their own IUT. The time scale chosen enables the network, its QA organisation and the Ministry of HE to get a clear view of the respondents' career paths after graduation, be it further studies, employment.

Nearly 50000 graduates are surveyed each year from 110 IUTs in 600+ study departments. The survey was designed by specialist researchers from the universities and the French Centre for Research on Qualifications (*Cereq*, a network which conducts studies on employability and current trends in certifications and competencies); it is now in its 12th year.

The survey has 45 questions about all the graduate's professional or academic endeavours in the preceding 30 months: school, study programmes, results, type of employment, employer, salary, etc. The IUT network has been able to obtain partial Ministerial funding for its processing and dissemination.

An Internet tool makes it easy for each stakeholder (IUT administrations, universities, QA body, course designers, professional partners, etc.) to assess its graduates and its activity. Importantly, the results can be used for communication towards secondary school leavers and are irreplaceable for each student in the first phases of the work on Professional and Personal Project

### GERMANY

The development of curricula at the DHBW for study programmes is accomplished by expert groups which are equally composed by professors from the university and representatives of the dual partner organisations of the DHBW. The curricula and study programmes are then presented and discussed within the universities' faculty committees, which in turn are also composed equally of representatives of the world of work. Afterwards they are presented for decision within the universities central committees for final decision.

### PORTUGAL

In Portuguese PHE, classes have mostly a practical or theoretical-practical nature, dealing with creative, educational and scientific capabilities, aside from practical content. In some cases, curricula are developed and reviewed by a steering committee (consisting of teachers, students and other relevant stakeholders) in order to develop the programmes according to integrated, theoretical, practical internships and a scientific-pedagogical model of teaching and learning, referenced to each professional output profile.

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The Technical-Scientific Board, as well as the Pedagogical Board, has to approve these curricula. Within some reformulations of study cycles, the adjustments are made considering the latest needs identified in conjunction with the world of work. In these processes, the contributions and suggestions of partner companies are incorporated. Once again, this kind of approach is a good methodology to bring the experience and vision of the stakeholders to Curriculum Development. In health schools, health professionals are integrated in the team and meetings with different professionals are held to establish bridges with the best practices in conducting curricula. Curricula also take into consideration the specific professional competencies previously defined by professional associations in all majors and courses.



Characteristics	Description	Core Criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Learning Outcomes</b>	What a learner is expected to know, understand and be able to do as the result of a process of learning	<p>The learning outcomes reflect essential knowledge, skills and attitudes related to the specific professional requirements, but should not be limited to this.</p> <p>In addition, students acquire professional and life skills which enable them to act successfully, in an innovative and self-organised way in a changing work environment.</p> <p>The involvement of students in research, development and innovation activities leads them to better professional practice.</p>

## CROATIA

At ZSEM in order to integrate the mission and the learning process, student learning goals and objectives are defined. The faculty has a central role in this process. Learning goals are a product of faculty reflection on the skills, values and knowledge they expect students to learn as a result of the teaching process. They are a roadmap for curriculum and the foundation of the assessment process. Then, the assessment of the student learning outcomes is performed. The assessment process is a central process in linking together the mission, learning goals and student learning outcomes. It encompasses the following steps:

- alignment of the curriculum with learning goals;
- identification of instruments and measures;
- collection, analysis and dissemination of the assessment data.

Finally, the results of the measurements are collected and analysed, and the assessment data of the student learning outcomes are used for continuous improvement and are implemented into the School's curriculum.

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## DENMARK

The Financial Sector Education Policy Committee, which represents the Danish Employee Association of employees in the insurance sector, National Association of the Financial Sector Employers' Association, the Financial Services Union, Bankers, Mortgage Banks and Insurance Association, and Co-ordination Group for higher financial education, in addition to the above organisations have participation of Housing Associations, Danish Estate Agents, Property Federation Denmark, Association of Registered Accountants FRR, supports the upcoming bachelor of finance.

Several representatives from the sector actively participated in the ministerial working group in December 2006, based on the report '*Analysis of skill needs and training provision within the financial markets*' (Analysis Group, November 2006) recommended to the Minister of Education to develop a financial professional education to begin in 2008.

The development process has been guided and coordinated by NOEA who received an R & D grant from the Ministry, but the industries have been closely involved in the development process. The sectors has been a major influence on the structure of the training as well as on the academic content of the programme, which means that there is a strong correlation between the programme/training and competency requirements demanded in the sector.

## ESTONIA

The aim is that the competencies obtained by students during studies would be the competencies expected by the world of work.

Each curriculum makes effort to include projects that solve real-life problems of their field (including international projects). For example: Formula student project – in the long-term project team students engineer, build and race formula car by themselves – they have high rate of independence to solve real problems and reach innovative solutions in their field.

To ensure graduate success in the labour market, in addition to core subjects knowledge and skills in the field of humanities and entrepreneurship (e.g. communication skills, ability to work well with others, language skills, readiness for professional development and engineering responsibility) are also emphasised.

All TTK UAS curricula contain elective subjects with a value of 8 ECTS credits that develop entrepreneurial attitudes and skills. In the period 2010–14, the proportion of entrepreneurship-related subjects has grown about 30%.

Students are included in Faculties' RDI activities, e.g. through contract work and partly through graduation theses and course papers.



## GERMANY

At the DHBW and *Berufsakademien* in Germany, the university's model is focusing on practice integrated studies which differentiates the model from practice enriched studies of other higher education institutions. Students are at the same time employers and students, change their study environment every 3 month and have a clear curriculum for the theory phases of study as well as a framework curriculum for the practice phases of study which are – by law – seen as practice integrated study phases rather than work phases.

Through the change of learning environment students are faced with different challenges they have to cope with which go far beyond the usual study experience but present an environment in which they have to cope with challenges from the world of work.



# Harmonising Approaches To Professional Higher Education in Europe



Characteristics	Description	Core Criteria
<b>Teaching and Learning</b> <i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Content for Teaching and Learning</b>	The content comprises: - syllabus and other materials - practice examples - working methods	The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations.  The content is informed by the latest research, trends and references from both the world of work and academia.

## BELGIUM – FLANDERS

Professional bachelor programmes in Flanders generally speaking show a build up from the combination of theory and practice over simulation, real life material and case studies, to real work situations.

In all kinds of programmes theory and practice are combined in all types of simulation labs. Some of them include material situation reproduction (birth simulation labs, ship steering simulators, etc.) others simulate a working place and its activities (simulation translation agency/travel agency/accounting company, etc.)

Involving the staff and the students in collaborative research projects integrates theory and practice and also updates the content. In many cases the combination of theoretical preparation and practical development leads to real and usable products (movies, solar powered cars, educational games, new fashion, design products).



Characteristics	Description	Core Criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Learning Methodology</b>	<p>The learning methodology comprises:</p> <ul style="list-style-type: none"> <li>- the learning design</li> <li>- the assessments needed to achieve the learning outcomes</li> </ul>	<p>The learning methodology comprises methods of active, collaborative and self-organised learning and while focusing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL), or any other authentic learning situations.</p> <p>Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment.</p>

## CROATIA

All above named institutions are using SBL, SceBL, PBL also learning on authentic situations, most of learning methodology is based on practical examples.

ZSEM understands that the effectiveness of learning processes cannot be achieved without the interactive communication and delivery of the course content. Examples of interaction opportunities available to students are as follows:

- All students and faculty have an e-mail account and access to Blackboard, which allows interactive online communication between faculty and students;
- All faculty members are required to make themselves available to students in the classroom, as well as outside class time, either through regular office hours or by appointment;
- In seminars and labs, students work in small groups (10 to 30 students per group). Either through problem-solving or case-discussion, students are confronted with hands-on opportunities to apply conceptual frameworks to practical problems, and have a chance of receiving individual feedback from instructors on their work;
- All master's programmes and courses are delivered through a combination of the traditional lecture and practical work (cases, examples, labs, etc.) in a format that combines

# Harmonising Approaches To Professional Higher Education in Europe



theory and practice. With small group sizes, such format makes it possible to give students hands-on learning experiences and feedback on their individual work;

- Some undergraduate courses and most graduate courses include group projects. Through these assignments, groups interact with teachers and tap into their substantive knowledge and expertise on the subject matter covered in the course;
- Within the framework of individual courses and programmes, students participate in study trips and visits to companies, during which they have a chance to spend time with faculty members and learn from them in a less formal atmosphere, outside the School's premises;
- Faculty members who cooperate with the Career Center offer individual advice to students who have difficulty passing exams and to students seeking guidance regarding their future careers
- Students are invited to join student associations such as: Student Union, Student Sport Association; Journalists' Club, IT Club, Management Club, Financial and Investment Club, and the Marketing Club.

## DENMARK

There is in advance from the company prepared a wish list for the different student groups.

The project was this time held at the company BF-OKS a/s Hesselagergård, in collaboration with a very sympathetic staff and three owners. The company refines many different types of meat products. "OKS" stands for Beef, Veal and Pork (in Danish okse, kalv, svin). 'DB' are the initials of the founders of the company, which was founded in 1983.

Thursday - Guided tours in small groups throughout the company

The designers had to draw up proposals for a new framework for enterprise administration.

Various options are analysed. Late in the afternoon a short meeting with the owners, giving the green light for further work with three options. Around 21:30, there is a need for a meeting with the owners. Here two options were shelved. Now just work with a pavilion building on foundations of a former refrigerated warehouse on the land. "It's only about economics" is the message from the owners. Panic spreads. Now almost 12 hours were spent without significant results.

Friday.

What do we do? One suggestion: "Get in contact with a trainee in another company who took part in the previous 48-hour project, so he knows about the conditions. "Reply came promptly:" Send me the material immediately, and I'll see what I can do! "the network and support of top drawer !!! Now increased mood again. From now was the upturn and momentum. This delegating gave time for other activities.



The company has grown a lot in a few years. The work processes are not optimal. In-depth interviews with employees and lengthy meetings with the owners. Meetings which were discussed and outlined on paper. This work ended up in a very constructive suggestions for changes in workflow and physical location. Furthermore, the proposal was staged so that the daily production was affected as little as possible during any rebuilding.

Late in the afternoon were the preliminary work presented for a broad-based professional panel consisting of five persons who commented on the proposals.

Positive feedback, the students should continue working with all the ideas. It took time. Much time and concentrated work.

Saturday.

It will not be long before all project proposals must be delivered to the owners.

The finishing touches should be on the presentations. 10:30 begins delivery to the owners. It was overwhelming how many workbooks that was put in front of the owners. Proposal for Economic and inventory management systems, recipes for new cut-resistant liver pâté, flawless hygienic studies, analysis of mortgage proposals for savings on electricity and water consumption, and many more highly qualified proposals.

It was obvious that the owners were overwhelmed by the amount of good and concrete proposals that could be used in relation to the company's daily operations.

### GERMANY

The learning methodology of the DHBW comprises methods of active, collaborative and self-organised learning and includes simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL). One example is that within the DHBW there is a centre for management simulation, working with more than 1000 students per year. In the usual two to three days simulation based learning episodes students simulate real life business problems and work in groups to solve these challenges and find approaches to deal with them.

Apart from factual knowledge acquisition there is a great emphasis on developing collaborative skills and social competences. The relation to examples and expertise from the world of work is always made through experts from the world of work which come into the university for teaching.

# Harmonising Approaches To Professional Higher Education in Europe



Characteristics	Description	Core Criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Learning Environment</b>	The surroundings and conditions in which learning takes place	The learning environment includes experience within Institutions as well as outside, in the world of work.  Significant practice phases and/or job experiences serve to reflect theory in a practical context.

## BELGIUM – FLANDERS

Apart from the aforementioned simulation labs and collaborative research projects there are examples of lab sharing in the professional context. This is specifically the case for more expensive materials in the chemical and technological sectors, but also in IT, hospitals and media (communication).

Professional programmes all include work placements (in different forms and volumes). In most institutions/programmes a diversity of work placements is promoted e.g. diversified in type of company the work placement is done, the type of tasks to be executed, the level of autonomy needed for the job... Work experience is gradually built up from an observation period, through experiencing/taking part in all general activities to organising one's own assignment. The last includes, and is specifically directed towards innovation in the workplace and towards taking the lead in a specific project. In this way the work placement period does not only develop the competences of the student in the world of work, but also tries to contribute to the improvement of the world of work environment. This is often the subject of the final Bachelor's thesis combining the practice with the necessary theoretical reflection on that practice.

To improve the learning experience the practice phases are sometimes Interrupted by 'reflection' days in institution or else internet fora are set up for reflection: relating practice to theory, or taking part in the theoretical development of innovation projects.

## FRANCE

The IUT of Le Havre (University of Le Havre) has found that most companies involved in the delivery of its dual education programmes found it difficult to adapt to a pre-set format of alternation of in-company training and university periods. Indeed, for technical as well as historical reasons, dual



higher education in France often rests on 2-week period: 2 weeks academic training and 2 weeks with the company. It is a format that it has inherited from dual vocational education (at Levels 5 and 4), its predecessor. However, it is sometimes ill adapted to the more complex educational challenges of Higher Education.

Faced with the impossible task of adapting the curriculum to a fixed organisation, the IUT now includes the reflexion on alternation (*alternance*) in the curriculum design process. It involves determining which dual education organisation each stakeholder considers more adapted to its situation and to the learning issues considered.

Discussion typically involve:

- all companies interested in a programme (in the case of highly specialised Bachelors with a limited number of partners);
- local regional employers' representatives (*branches professionnelles*), when the scope of the programme is wider.

For instance, Civil Engineering firms which take part in its specialist programmes (at Levels 5 and 6) have strongly expressed that dual education would only be beneficial to the students if they can be involved in a long period in the life of a building site, including several site meetings, how to react to adjustments expected, etc. It has therefore been decided to extend periods of in-company training to several months. This contravenes with the accepted wisdom of dual education in France and partner companies as well as the institution have had to put extra effort in supporting the programme operators' decision, notably for the funding bodies (*OPCA*).

Here are a few examples of dual education organisation at IUT Le Havre:

B-Level Programmes	In company training/University training
Construction and Civil Engineering	8 weeks/3 weeks
Electrical Eng. - Systems Design	4 weeks/2 weeks
Mechanical Eng. - Site Inspection	4 weeks/3 weeks
Logistics	2 weeks/2 weeks
Maintenance	4 weeks/2 weeks
Marketing (Retail sector)	Variable according to shopping days and periods of the year 3 days/2 days

# Harmonising Approaches To Professional Higher Education in Europe



Short cycle programmes ( <i>DUT - 6 semesters</i> ) except Construction and Civil Engineering	3 semesters > mostly with the university → (36 weeks of academic training - 3 weeks of “company contact”) 2 semesters > in company training → (1 full year of professional experience - 3 weeks of “University contact”) 1 semester > university → (12 weeks of academic training)
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## GERMANY

A further special feature of courses of studies at *Fachhochschulen* is the integration into the course of one or two *Praxissemester* (semesters of work experience). The *Fachhochschule* lays down the rules for and content of these training periods, supervises them and provides parallel classes. They are spent in a company or in another place of work for a duration of at least 20 weeks. *Fachhochschulen* also offer dual study courses which integrate vocational training or a vocational traineeship into the course of study.

At the DHBW concurrent employment with one of the university's cooperative education partners is a non-waveable requirement for student admission at the DHBW. Therefore the recruitment is exclusively done by the cooperative education partners, while the DHBW only has to verify the higher education entrance qualification. The college phases provide traditional undergraduate education while the other phases provide insight and work experience in the field of the cooperative education partner. The dual education programme operates on a non-stop, twelve-month schedule. Students are granted vacation days as stipulated in the three-year employment contract signed by the student and the cooperative education partner at the beginning of the programme.



Characteristics	Description	Core Criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
<b>Programme Team</b>	All persons involved in the design, delivery and assessment of learning, including visiting lecturers, professionals and support staff	At the programme level, the team shows a combination of academic background and relevant experience from the world of work.

## BELGIUM – FLANDERS

There are many ways in which institutions or departments of these try to establish a balanced staff combination of academic background and input and relevant world of work experience:

- Some institutions/departments use targets for teaching staff with practical experience reflecting the 'ideal' balance between academic background and professional experience.
- Combined jobs are facilitated through appropriate scheduling, exception from organisational aspects of the job. Institutions promote inviting 'visiting staff' with specific professional experience.
- Assignments from WoW are co-guided by a professional from the company in question.
- Teaching staff are invited for work-experience periods in the world of work, in this way enhancing or updating their world of work experience.
- Teaching staff is involved in practice oriented research project
- Professionals from the world of work are invited to take (limited) teacher training modules

## GERMANY

There is a clear requirement by law that professors of the DHBW have a minimum of three years of experience outside of academia in order to become professors at the university.

In addition all central committees and decision making bodies are having string representations of representatives of the world of work, in half of all central committees the world of work is even equally represented.

It is also required by law that a large percentage of the teaching staff at the DHBW must come from the world of work. There they hold management positions and deliver real case studies to the



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students' classroom. Students have the chance to reflect the theoretical part of the programme with the visiting lecturers.

## PORTUGAL

In PHE the criteria for hiring and evaluating teachers include academic, as well as professional experience. Teaching staff qualification at the academic and professional level has increased significantly over the past few years. A large number of full-time and part-time teaching staff has reached the academic degree of master or doctor and/or the title of specialist (which implies ten years of work experience, besides other requirements). Many teachers have previous and relevant experience in the world of work in their specific field of teaching and expertise.



Characteristics	Description	Core Criteria
<b>Research, Development and Innovation (RDI)</b> <i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level?</i>		
<b>RDI Agenda</b>	The scope of the RDI activity	The RDI agenda is informed by the world of work in order to meet the needs of society and of the world of work.

## BELGIUM – FLANDERS

Practice oriented research at the university colleges in Flanders is embedded in the world of work. Institutions set up advisory boards for RDI or research councils which include researchers, policy makers and people from the world of work (companies, hospitals, schools, sector organisations etc.). Sometimes on a regional level regional research platforms are set up with all stakeholders embedding the practice oriented research not only within the world of work but also in the regional development plans.

On a more practical level, calls for research themes (broader level) or for research projects (more specific) are launched. Once the projects are started knowledge networks are set up, including world of work representatives and experts.

In the funding models for practice oriented research (both inside the institutions as well as outside) the relevance for the world of work is a major requirement. Institutions/researchers have to demonstrate this in filing their project.

## DENMARK

University College Metropol starts and ends its research and development work with practice. We invite to the joint development of new knowledge that can bring professionals and the Danish society forward. In cooperation with practice around the development of future welfare services, Metropol offers a variety of strong human resources in the form of expert environments, basic education, continuing education, libraries and students. Metropolitan's broad foundation provides an interdisciplinary approach to research and development and interdisciplinary collaboration in the development of new knowledge.

At Metropol, we cooperate with practice as a cornerstone of all our research and development, and develop strategic partnerships with relevant partners, creating new knowledge in our research and development environments. Our PhD projects always take place in conjunction with both practice

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and other research institutions and we have developed Matchpol as initiative where students and practice work together to design bachelor projects.

Metropol is part of a series of strong partnerships – partly to solve key problems of the welfare state and, secondly, to develop future welfare solutions. We want a close relationship between the knowledge we produce and the development of our core services.

Therefore, we work with clear goals and expectations to the parties in our collaboration agreements. In addition, we ensure the necessary organisation so that the agreement will be well monitored, expectations will be met and the necessary adjustments can be made in a timely manner. In addition to cooperation in research and development projects, we work with practices on solving challenges in the form of consultancy and advisory work, analysis and evaluation of projects, management and employee development. Throughout our work, cooperation is established with municipalities, regions, universities, user organisations, professional organisations, private and public companies.

### GERMANY

At the DHBW in a specific format, the so called cooperative research, the dual practice partners and the universities professors from a consortia in which problems from the world of work are presented by the industry partners and the agenda set for a joint research programme. Funding comes from both partners and constitutes a commons grant practice. Usually the projects are lasting for a period of two years and results show that a deep integration of university representatives into research processes of the world of work and vice-versa can be accomplished.



Characteristics	Description	Core Criteria
<b>Research, Development and Innovation (RDI)</b> <i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level?</i>		
<b>RDI Process</b>	The way RDI meets the needs of society and the world of work	<p>Researchers seek and provide input from and to the world of work and value stakeholders' requests and contributions.</p> <p>The RDI process respects the nature of the inputs and can include various types of research activities and scholarship.</p>

## CROATIA

UAS Knin is continuously contacting with world of work in the manner of integration of own RDI activities with needs of local agriculture, food production and tourism. Local entrepreneurs are contacting with MATICA company owned by UAS Knin and City of Knin, where they are discussing problems and wishes of their businesses. After that Matica is contacting researchers on UAS Knin which are working in the fields of interest of entrepreneur. Together they are preparing projects in the way that MATICA and researchers are defining goals of research, then MATICA is finding possible sources for financing R&D activities and after that UAS researcher(es) are developing solutions for entrepreneur. When result of research is satisfying MATICA is helping entrepreneur to apply it and, if applicable, is making intellectual property protection. Also, along the way MATICA is monitoring a market response, together with an entrepreneur.

In all activities In addition to teaching activities, ZSEM expects its faculty to be actively engaged in research and publication activities related to the area of their interest and teaching. This expectation originates from the mission, or more precisely from the goals which are set before faculty members. Faculty goals, in turn originate from the mission: to transfer values; to transfer knowledge; to transfer skills; to understand the global environment; to understand technological transformation; and to understand market transformations. In order to achieve the goals set before them, faculty members are required to extensively work on scholarly productions.

## ESTONIA

The Research, Development and Innovation process is stimulated through participation of higher education institutions in professional associations, the Estonian Qualifications Authority and field-

# Harmonising Approaches To Professional Higher Education in Europe



related clusters. Researchers obtain feedback regarding the needs and expectations of the world of work and the society.

Parallel to that, the Technology Transfer Centre (TTC) was established within TTK UAS to provide structural units with the support needed for their RDI activities. The TTC serves as a link between enterprises and faculties: reciprocally mediates technology transfer opportunities, develops business contacts and builds national and international relationships with other similar RDI centres and institutions to exchange technology transfer related information.

## FRANCE

One of the difficulties of PHE institutions is to combine Research and Innovation that is relevant to regional interests with the growing international competition for funding in University Research. This is particularly true for institutions in rural areas/regions. One of the solutions developed is for universities to provide their territories with centres to attract all research, development and innovation entities relevant to the area: university researchers, applied research co-funded by specific companies and the region, clusters and incubators have thus been gathered in one building and funded by multiple stakeholders.

Unity of place is of the essence: it shortens access time to quality research and allows the institution to provide advice and assistance for organisations in need of R&D. High local and regional visibility makes it possible for these centres to reach smaller economic operators, small organisations or SMEs that would otherwise not have the time, means or self-confidence to come into contact with the bigger, more intimidating and more expensively funded world-level Research entities in the big university centres.

For example: IUT Cherbourg – Manche is located about 130 km from its university (University of Caen - Basse Normandie). It has two sites, each hosting 2 or 3 study departments. Researchers and lecturers having positions in these university sites have to work in relative isolation. A multipartite agreement involving the University, the Region (*Basse-Normandie*), the local authorities (*Département de la Manche – Ville de Saint-Lô*) and industry representatives and the relevant cluster have led to the creation of a *Centre technique en sécurité et innovation alimentaire*, a research unit in safety and innovation in foodstuffs that promotes research, innovation, technology transfer and training by supporting and funding regional and local operators involved. The students in the local IUT departments are also agents of technology transfer with several placements provided for them every year.



### GERMANY

Most German higher education institutions have established a central unit for technology transfer or a technology centre. Often research institutes associated with a higher education institution (so called 'at-institutes' in contrast to institutes within) act as effective transfer channels.

The technology transfer centres often serve as a catalyst to bring industrial clients and researchers into contact with each other. Other functions of these units include the systematic monitoring of industrial needs, the negotiation of contracts, and the provision of consultancy services. They often play a decisive role in establishing contacts with small- and medium-sized companies.

There is a form of collaborative applied research within the DHBW which has been developed throughout the last years and which is detecting research problems from the world of work and make them core of the universities research agenda. Significant funding is going into seed funding collaborative research partnerships which are usually conducting their research in a two year cycle and then try to widen the scope and present greater research proposals for more funding to national and international funding agencies.

# Harmonising Approaches To Professional Higher Education in Europe



Characteristics	Description	Core Criteria
<b>Research, Development and Innovation (RDI)</b> <i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level?</i>		
<b>RDI Outputs and Outcomes</b>	The expected result of RDI	RDI outcomes aim to be relevant to the world of work, and society. In addition to traditional outputs, such as licenses, patents and publications, RDI outcomes are solution-oriented with tangible benefits for the world of work and society.

## BELGIUM – FLANDERS

The world of work relevance of research outcomes starts from the design of the research agenda (see before). Public calls for research projects with low step up burden ensures that the projects are demand driven. Filed projects spring from very specific questions/problems/situations in the world of work that need innovations/solutions through practice oriented research. This way of work is specifically useful and attractive to SMEs and social-profit organisations without their own research capacity.

More than the traditional output, RDI in professional higher education leads to product innovation, process and practice improvement, cost cutting, social innovation, organisational development, market innovation.

Apart from the specific use/innovation in the world of work, research often results in study seminars, training sessions, publications in professional magazines (not necessarily scientific magazines), best practice presentations and information campaigns.

## ESTONIA

One of the tasks of UASs is to perform applied research, which are financed by different projects or bilateral agreements with SMEs. State financing of R&D at UASs is not clearly defined. In Estonian UASs, RD activities are integrated to study process. Several students' graduation theses are based on applied research.

RDC results: publications, research reports, innovative products and services, smart solutions for customers (public and private institutions), utility models and patents.



In some UASs, technology transfer centres (TTC) have been created. TTC serves as a link between enterprises and faculties by mediating technology transfer opportunities, developing business contacts and building national and international relationships.

### PORTUGAL

RDI is playing a relevant role in PHE institutions strategy. Despite various constraints, all PHE institutions have been attempting to increase their involvement in RDI, increasing the number of research projects, publications, patents, public presentation and workshops, production of artistic objects and their respective record and publication.

Some examples of projects created in Portuguese PHE institutions, which can be seen as good practices concerning outcomes:

**Mitrena/Setúbal Project** – the objective was to evaluate the economic impact of the Industrial Park of Mitrena, in response to a request from the Setúbal Municipality.

**COHiTEC** – Participation of teaching staff in a training programme in technology commercialisation (COHiTEC) with the aim of supporting the valuation of the knowledge produced at the institution.

**Studies carried out in the area of roads and transport** – optimisation of tolls in national motorways (Via Verde) and the study of efficient communication systems in the railway infrastructure.

**Financial Literacy International Project** – preparation of curricula contents in order to increase financial literacy since basic education





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***PART IV***  
***PRACTICALITIES & BACKGROUND***  
***INFORMATION***

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## HAPHE PARTNERS

### European Association of Institutions in Higher Education (EURASHE) (Belgium)

#### Johan Cloet



Johan Cloet is the Secretary General of EURASHE, starting in 2014. He is the former General Director of Lessius University College/Vice-General Director of Thomas More University College in Antwerp, Belgium (2008-2012). He has been involved in the activities of the Flemish Council of University Colleges (VLHORA – member of EURASHE) as member of its steering board, and president of the steering group of educational policy. In 2013 Johan Cloet has been selected as a member of evaluation teams in the framework of the Institutional Evaluation Programme (IEP) of the European University Association. A former ministerial advisor to the government of the Brussels Region, Johan Cloet's field of study is psychology.

#### Marko Grdosic



Marko Grdosic is the Project Manager at EURASHE coordinating running projects as well as developing future ones. He is following the thematic agenda of Lifelong Learning and Employability and supports the external representation of the Association. Marko as well coordinates the main events organised by EURASHE – Annual Conference in Split, Croatia, May 2013; Quality Assurance Seminar in Bucharest, Romania, October 2013. Previously, Marko was the President of the European Students' Forum/AEGEE-Europe representing voice of students towards the main European and international institutions. His experience is based on development of policies and lobbying for student rights, particularly in the field of active citizenship, youth participation, human rights and education with a focus on non-formal learning. Marko obtained the bachelor degree in Finances and Audit from the University of Zagreb, after which he moved to Stockholm, Sweden for the Masters' in Macroeconomics, Economic development in particular.



## Stefan Delplace



Stefan Delplace is an educationalist, specialised in higher education policies and their interaction with civil society. Stefan studied Commercial Sciences (BA), German languages (MA) and Law (certificate). He has a degree in Linguistics from the University of Gent, Belgium, and has acquired wide experience in working in international and intercultural environments.

Stefan was the Secretary General of EURASHE from 2004 to 2014, and during this period he represented EURASHE in the Bologna Follow-Up Group and several of its working and coordination groups. In 2014 he was elected as member of the Bureau of the Steering Committee for Educational Policy and Practice at the Council of Europe.

Stefan has wide experience in quality assurance and accreditation issues, as a EURASHE delegate in the E4 Group (with ENQA, EUA, ESU). In this capacity he contributed to the elaboration and revision of the ESG for QA, and was also a member of the Executive Board of EQAR, the European Register for Quality Assurance Agencies, from 2012-2014.

## Duale Hochschule Baden-Württemberg (DHBW) (Germany)

### Ulf-Daniel Ehlers



Prof. Dr Ulf-Daniel Ehlers is Vice-President for Quality and Academic Affairs at the Baden-Württemberg State University (DHBW) in Stuttgart (Germany). He has been appointed Professor for Educational Management and Lifelong Learning at the same university. Ulf-Daniel Ehlers is an educational scientist and holds degrees in English Language, Social Sciences and Educational Sciences from the University of Bielefeld (Germany), where he finished his Ph.D. with honours in the field of Technology Enhanced Learning in 2003, and was awarded his Professor grade ('Habilitation') in 2008 from the University of Duisburg-Essen (Germany). He has led many international, European and national projects and is President of the European Foundation for Quality in E-Learning, Vice-President of the Society for Media in Science as well as serving on advisory boards of several professional associations in the field.



## **Nicole Graf**



Since 2010 Prof. Dr Nicole Graf is head of the new Heilbronn Campus and Vice-President of the Baden-Württemberg Cooperative State University (DHBW) Mosbach. Nicole Graf has many years of experience in managerial positions in worldwide operating companies. She worked in several positions for the Daimler-Group, among others she was responsible for establishing the sales organisation of TEMIC Semiconductors in Eastern Europe/CIS after the opening of the Iron Curtain in the early 90s. In research and advisory projects Nicole Graf works primarily on international competitiveness, among others in cooperation with Fraunhofer IAO and Stanford University in California, partly sponsored by BMBF.

## **Raimund Hudak**



As senior lecturer and researcher with over 10 years of experience at leading academic institutions Raimund Hudak has been involved in various research programmes in Germany and abroad. He is the Project Manager at the Duale Hochschule Baden-Württemberg in the European-wide research project HAPHE. Raimund Hudak is also CEO of Synesis' European practice. With his involvement in managerial and leadership positions in among others TEMIC Semiconductor, Trumpf and Fairchild-Convac, he directed among others new market strategies, customer service and total quality communications processes, he designed and implemented strategic business plans and managed vital partnerships and new venture start-ups. With experience in Japan and other Asian countries, Raimund Hudak is an expert in Asian market analysis and supply-chain management. Raimund Hudak holds an MBA in Business and International Marketing from the Institute for Technology and Commerce in Reutlingen and MSc and undergraduate degrees in optics and photo engineering from FH Köln (Germany).



## KIC-Malta (Malta)

### Anthony F. Camilleri



Anthony F. Camilleri is a tertiary education policy consultant. He holds qualifications in law from the University of Malta, and was also active in the Malta national students' union and the European Students' Union. He works on topics related to Quality Assurance of Higher and Vocational Education, Social Dimension of Education and Innovation in Education. Currently Anthony runs the UNIQUe and ECB-Check certifications for EFQUEL, and is a senior partner at the Knowledge Innovation Centre.

## Association of Slovene Higher Vocational Colleges (ASHVC) (Slovenia)

### Alicia-Leonor Sauli-Miklavčič



Alicia-Leonor Sauli-Miklavčič is a good connoisseur of international professional higher education, former Secretary General of the Slovene Association HVC as well as a member of the EURASHE working group on Employability & Lifelong Learning. She was one of the partners in the L5-Missing Link project, and is one of the experts for the Short Cycle Higher Education in Europe publication as well as one of the partners in the HAPHE project. In November 2012 she organised and chaired the first HAPHE conference for South-Eastern Europe and in April 2012 co-organised and chaired the Bologna Seminar on Learning Outcomes in Ljubljana (Slovenia). Alicia-Leonor Sauli-Miklavčič established the first Slovene ERASMUS Placement Consortium, the Slovene ERASMUS PHE Alumni Club and ERASMUS PHE Teacher & Staff Club and as an ERASMUS co-ordinator at Wood Technology School, Higher Vocational College (School Centre Maribor) contributed to the its selection for Erasmus Success Stories 2012 by the European Commission. She possesses good command of English, German, Croatian and Spanish.



### **Czech Association of Schools of Professional Higher Education (CASPHE) (Czech Republic)**

#### **Michal Karpíšek**



Michal Karpíšek has been Executive officer of the Czech Association of Schools of Professional Higher Education (CASPHE) since 1994. He has been engaged in the introduction and development of the Czech professional higher education since its very beginning. Focusing on internationalisation, CASPHE became a member of EURASHE in 1994. Michal Karpíšek has been a member of the EURASHE Council for the last 12 years and since 2007 he has been serving as Vice-President, specifically involved in the strategy and organisational development of EURASHE and the employability and lifelong learning agenda. In the recent years Michal Karpíšek has been involved in the reform of Czech tertiary education. He served twice as an advisor to Czech ministers of education (2001-2003, 2010-2011) or their deputies for higher education with a particular attention to issues of diversification and quality of tertiary education. He graduated from the Czech Technical University, Faculty of Civil Engineering and has a degree in Quality Management from the Cranfield University (United Kingdom). Michal Karpíšek has been recently engaged as a senior expert in the reform of VET in Turkmenistan.

### **Tallinna Tehnikakõrgkool University of Applied Sciences (TTK UAS) (Estonia)**

#### **Anne Kraav**



Participating in various international working groups has enabled Anne Kraav to have access to comparing Estonian professional qualifications framework with European Qualifications Framework. In Estonia, 8-level national professional qualifications framework was adopted in 2008, based on the unified life-long learning European Qualifications Framework (EQF), including all officially recognised qualifications (diplomas and certificates). Vocational and educational levels have been connected; competency-based descriptions of professions and professional standards have been developed. Anne Kraav has participated in developing curricula competences, vocational standards and improving the procedure of issuing qualifications.



Anne Kraav as a Vice Rector for development in Tallinn University of Applied Sciences has also strongly contributed to the formulation of level 5 qualifications, for example drawing up the description of construction manager competencies. Anne Kraav is also representing Estonian Universities of Applied Sciences in the Council of Estonian Higher Education Programmes, which enables access to higher education data.

### Assemblée des Directeurs d'Instituts Universitaires de Technologie (ADIUT) (France)

#### Stéphane Lauwick



Stéphane Lauwick joined the University of Le Havre (France) in 1993 as a *professeur agrégé*. After heading the Electrical Engineering Department of the University Institute of Technology (IUT) of that university, he is now the director of the Institute, an institution that enrolls some 2.500 students and delivers 26 awards. He is a member of the 2012-2014 Board of EURASHE and of ADIUT, the French Association of Directors of University Institutes of Technology. He is the former Director of the Continuing Education Centre and Apprentice Training Centre of the University of Le Havre. In that capacity he actively promoted Lifelong Learning and developed the Recognition of Prior Learning (RPL) process both within the University and at international level. He has worked with EUCEN on these issues and has advised on the establishment of the RPL process for the University of Mauritius and the World Customs Organisation. He is a member of the working group on the Social Dimension of the Bologna Follow-Up Group (BFUG) where he represents EURASHE.



## **Flemish Council of University Colleges (VLHORA) (Belgium)**

### **Marc Vandewalle**



Marc Vandewalle is Secretary General of VLHORA, the Flemish Council of University Colleges. As CEO he is chief of the VLHORA staff and member of the board of UAS-directors. As such he is member of different national and international fora. He is member of the 2010-2012 and 2012-2014 Board of EURASHE and of the steering committee of UASnet. Before he was head of department of the business department of the Limburg Catholic University College. He held this position for 12 years, during which the educational approach was directed towards professional practice, competence-based learning, team-work and innovation.

## **Portuguese Polytechnics Coordinating Council (CCISP) (Portugal)**

### **Armando Pires**



Armando Pires is a graduate of Electrical Engineering from the Technical University of Lisbon. He received his MSc degree in 1988 and PhD degree in 1994 in Electrical Engineering at the same university. He is currently the President of the Polytechnic Institute of Setúbal (since 2006). He was also the Vice-President of CCISP (Polytechnic Institutes Coordinating Council), the President of ASIBEI (Ibero-American Association of Engineering Education Institutions) and is member of the Administrative Council of AULP (Portuguese Universities Association). He is currently full professor in the area of Electrical Engineering at the Setúbal Polytechnic Institute in Portugal and Senior Researcher and Coordinator of the Energy Group at CTS/UNINOVA (Universidade Nova de Lisboa). He is member of the Portuguese Engineers Association and of the IEEE Association.





## State Higher Vocational School in Tarnow (University of Applied Sciences) (PWSZ-TAR) (Poland)

### Marek Frankowicz



Specialist in Theoretical Chemistry and expert on Higher Education reforms. Professor at State Higher Vocational School in Tarnow and Associate Professor at the Jagiellonian University in Krakow. Vice Head of the Jagiellonian University Centre for Research on Higher Education. Member of EURASHE Council. Bologna Expert for Poland. Member of the Work Group for Polish National Qualifications Framework.

## Croatian Council of Universities and University Colleges of Applied Sciences (VVIVŠ) (Croatia)

### Žarko Nožica



Žarko Nožica is professor and scientist. He obtained his masters and PhD degrees at University of Zagreb (Croatia). Mr Nožica has over 25 years of experience in University (Croatia) and Industry environment (California, USA). Previously he held a number of senior positions in the industry in the USA: As Vice President he managed the Applications engineering organisation In LEDA Systems, Inc. He was director of Corporate applications engineering and methodology development organisation at SONICS, Inc., Mountain View. Mr Nožica was also a senior manager at Cadence Design Systems, Inc., California. Positions in higher education included: a member of the faculty at the University of Zagreb, Pro-rector at the Polytechnic of Zagreb, Dean at University College of Applied Computer Engineering. Mr Nožica was intensively involved in envision, development of programmes, curricula and establishment of the new institutions in the field of Higher professional education in Croatia. Mr Nožica is currently a member of EURASHE's Council. Moreover, he is also a member of the Area Council for Technical Sciences in his home organisation the Croatian Council of Universities and University Colleges of Applied Sciences. Mr Nožica is a member of the Advisory Committee of Croatian experts on Bologna related processes.



## SEMINAR EVALUATION FORM

As an integral part of EURASHE's Secretariat own quality assurance, we are hereby providing you with a Seminar Evaluation Form.

We would be grateful if you could fill this form and hand it to one of the EURASHE team members during the Seminar.

Contact persons:

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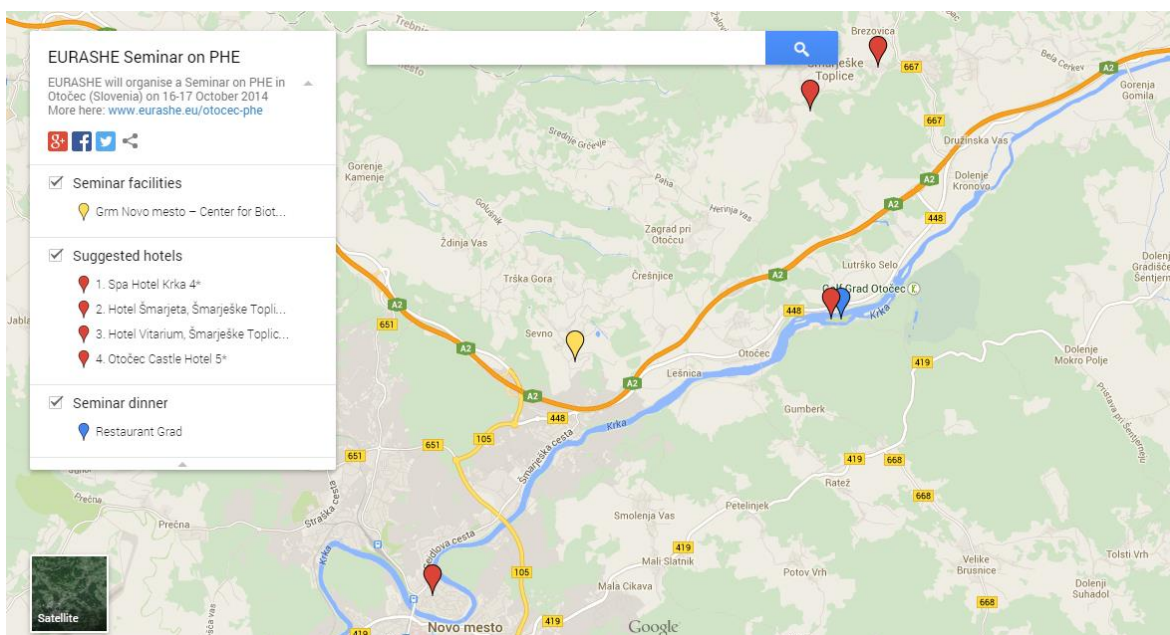
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# Harmonising Approaches To Professional Higher Education in Europe



## TRAVEL INFORMATION

### Seminar map



The map is also available here: <http://bit.ly/otocec-map>

### Seminar location

The seminar is hosted by Grm Novo Mesto – Center for Biotechnology and Tourism, located at Sevnova 13, 8000 Novo Mesto, Slovenia. It is shown (in yellow) on the map above.

### Seminar dinner

The Dinner will take place at Restaurant Grad on 16 October 2014 at 7.30 pm. It is located at Grajska cesta 2, Novo Mesto. Transportation to and from the restaurant will be provided from the main hotels in Otočec. It is shown (in blue) on the map above.





