

# Principles of Professional Higher Education in Europe: Integration with the World of Work

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## Content

- EURASHE – representation of PHE in Europe
- How do we understand and characterise PHE?
- What are the Bologna process challenges and reflections for the PHE agenda?
- What are EURASHE and its members responses?

## EURASHE: MISSION & ROLE

- **EURASHE** is the European association of European Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles
- Founded in 1990 in Patras, Greece
- **EURASHE's mission** is to promote the interests of professional higher education in the EHEA and to contribute to the progressive development of the Area of Higher Education and Research

## Role of EURASHE

- Representation & promotion of a “widely-comprehended PHE” within the changing environment:
  - A variety of institutions with PHE
  - Both associations and various individual institutions
- Policy formulation at EU/EHEA level
  - Focus on HE and relevant activities, not wider context (e.g. regional policies, labour market etc.)
  - Readiness to promote PHE at national level when required
- Influence on decision making and developments at EU/EHEA level
- Information on trends & possible solutions

## Membership

### 51 full members

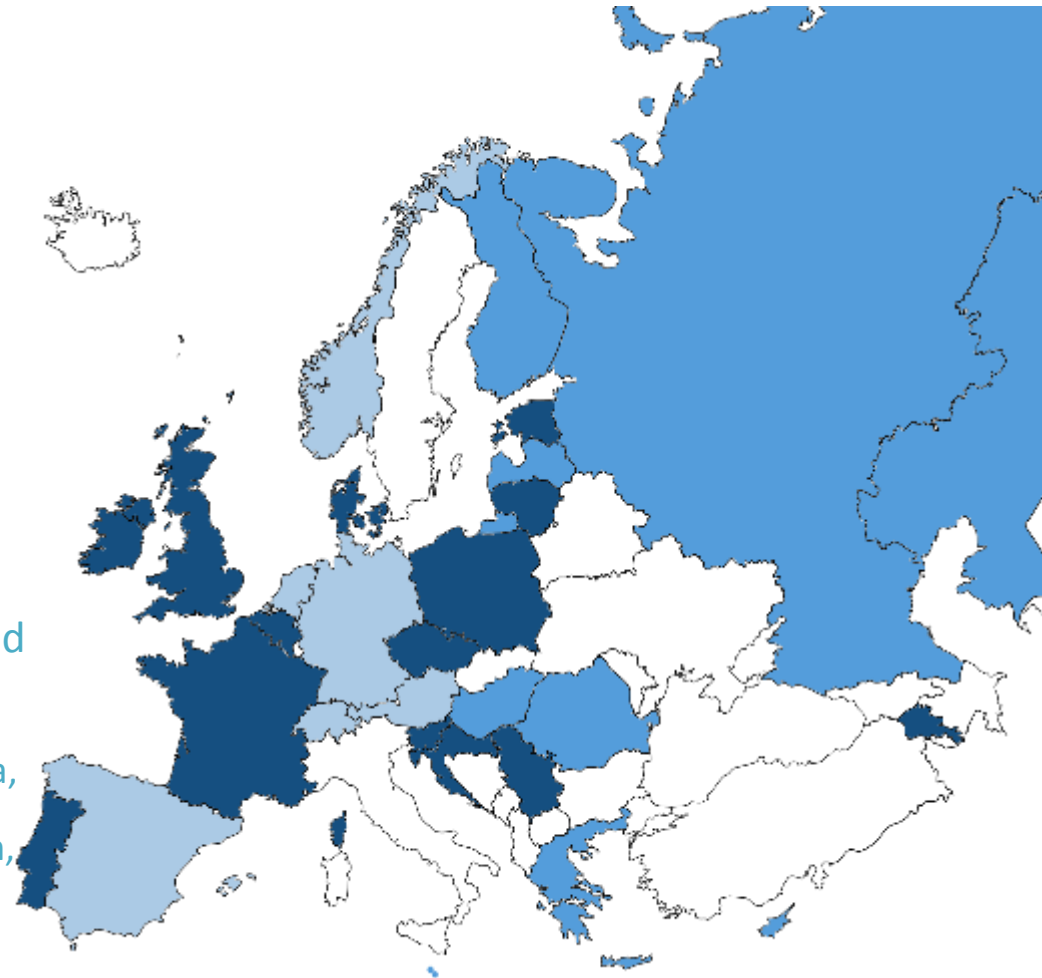
- 15 national associations of HEIs
- 36 individual HEIs

### 11 associate members

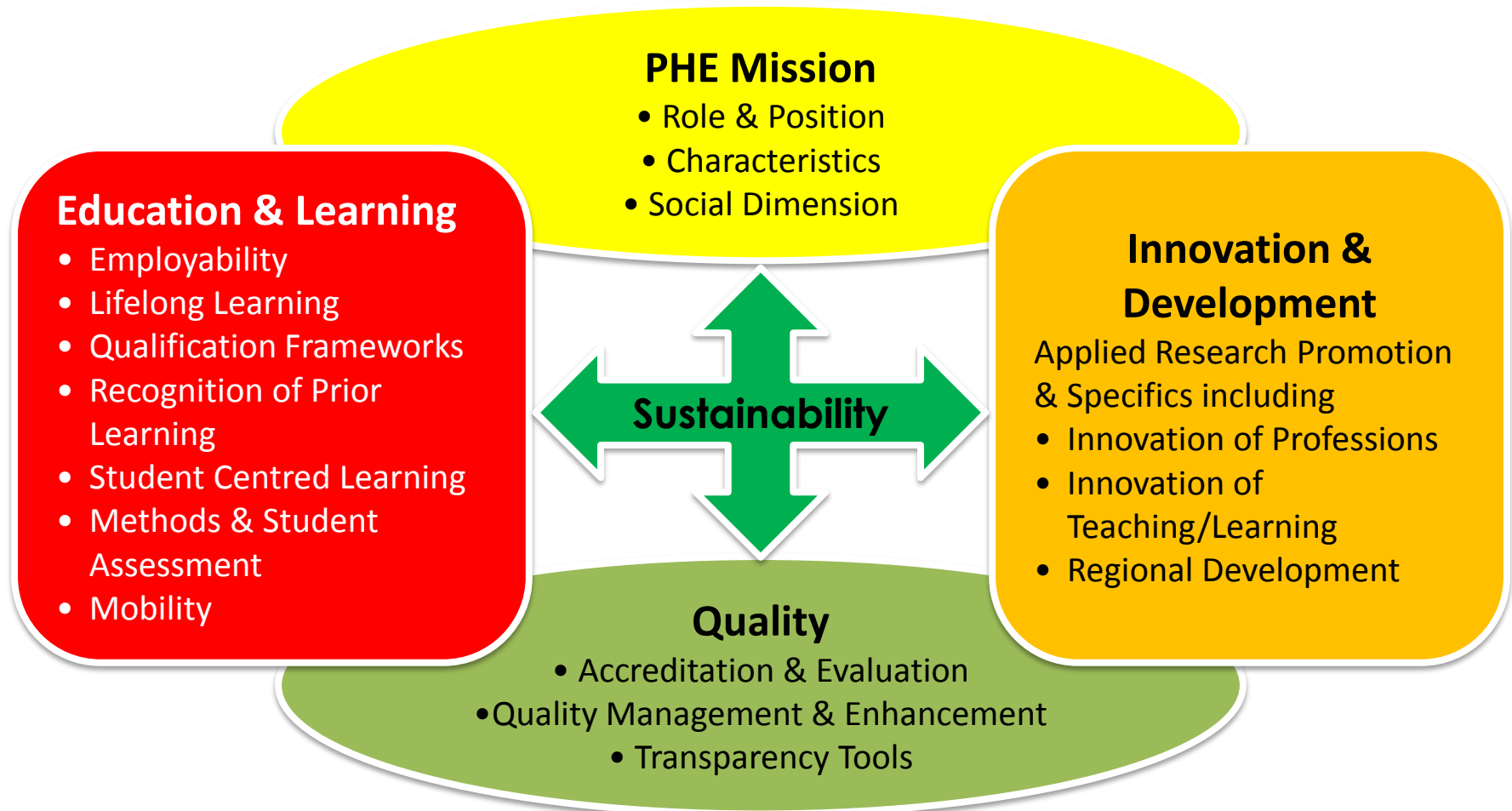
- 1 sectorial association of HEIs
- 4 organisations
- 1 national association outside the EHEA
- 5 individual HEIs outside the EHEA

## EURASHE members

- 15 national associations:
  - Armenia, Belgium (2), Croatia, Czech Republic, Denmark, Estonia, France, Ireland, Lithuania, Poland, Portugal, Serbia, Slovenia, United Kingdom
- 36 individual institutions:
  - Armenia (2), Croatia (3), Cyprus (4), Finland (2), France, Greece (7), Hungary, Kazakhstan (4), Latvia (3), Malta, Poland (2), Romania (3), Russia (2), United Kingdom
- 11 associate members (organisations and indirect through sectorial associations):
  - Austria, Bangladesh, Belgium, Cyprus, Czech Republic, Denmark, Egypt, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Kazakhstan, Kyrgyzstan, Lithuania, Macao, Netherlands, Norway, Poland, Portugal, Romania, Spain, Switzerland, Tajikistan, United Arab Emirates, United Kingdom, United States



## EURASHE strategy framework





## PROFESSIONAL HIGHER EDUCATION DEVELOPMENTS

## Context

- Societal changes: knowledge society, role of education
- Economy & Labour market changes: globalisation, changing economic structure, high performance, qualifications requirements
- Technological changes – ICT revolution...
- Cultural changes – priorities, mobility, flexibility, personal development...

(ref. Humburg and van der Velden, ROA Maastricht University 2012)



# Professional Higher Education

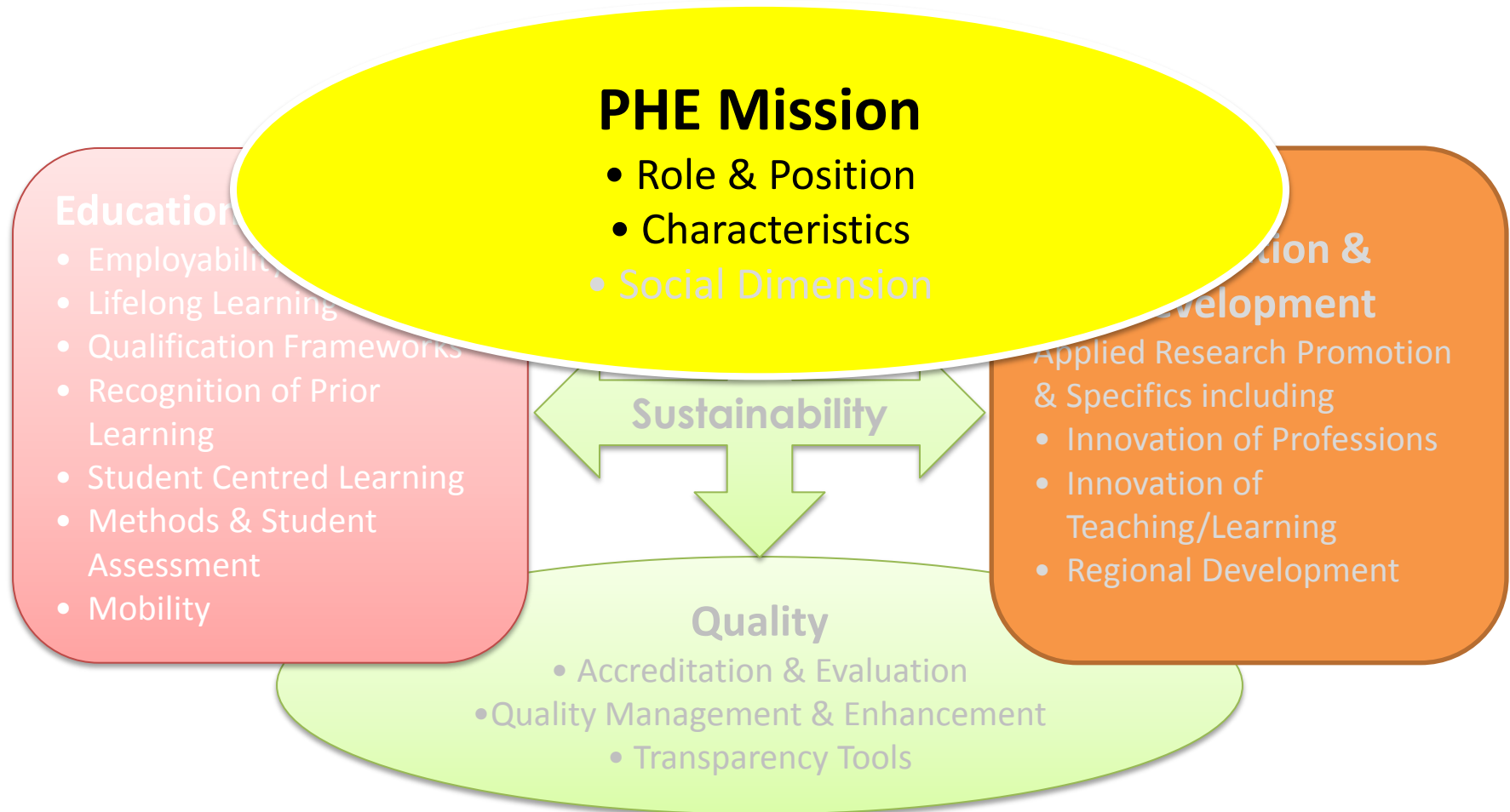
- Part of Higher Education:
  - Preparation for sustainable development
  - Personal development
  - Preparation for active citizenship
  - Creating a broad knowledge base and stimulating research & innovation

Council of Europe

- Diversification of ...
  - Roles
  - Institutions
  - Missions
  - Values
  - Approaches
  - Tasks
- Accountability, effectivity, quality, transparency
- Employability

## PROFESSIONAL HIGHER EDUCATION

## EURASHE strategy framework





## Harmonising Approaches To Professional Higher Education In Europe

- 11 partners from 10 countries representing a cross-section of European PHE
- 0,5 million € funding 2011 - 2013
- activities include research, consultation and piloting
- supported by the Lifelong Learning Programme of the European Commission

Supporting Higher Education in Europe

# Is this PHE?



Supporting Higher Education in Europe

# Is this PHE?





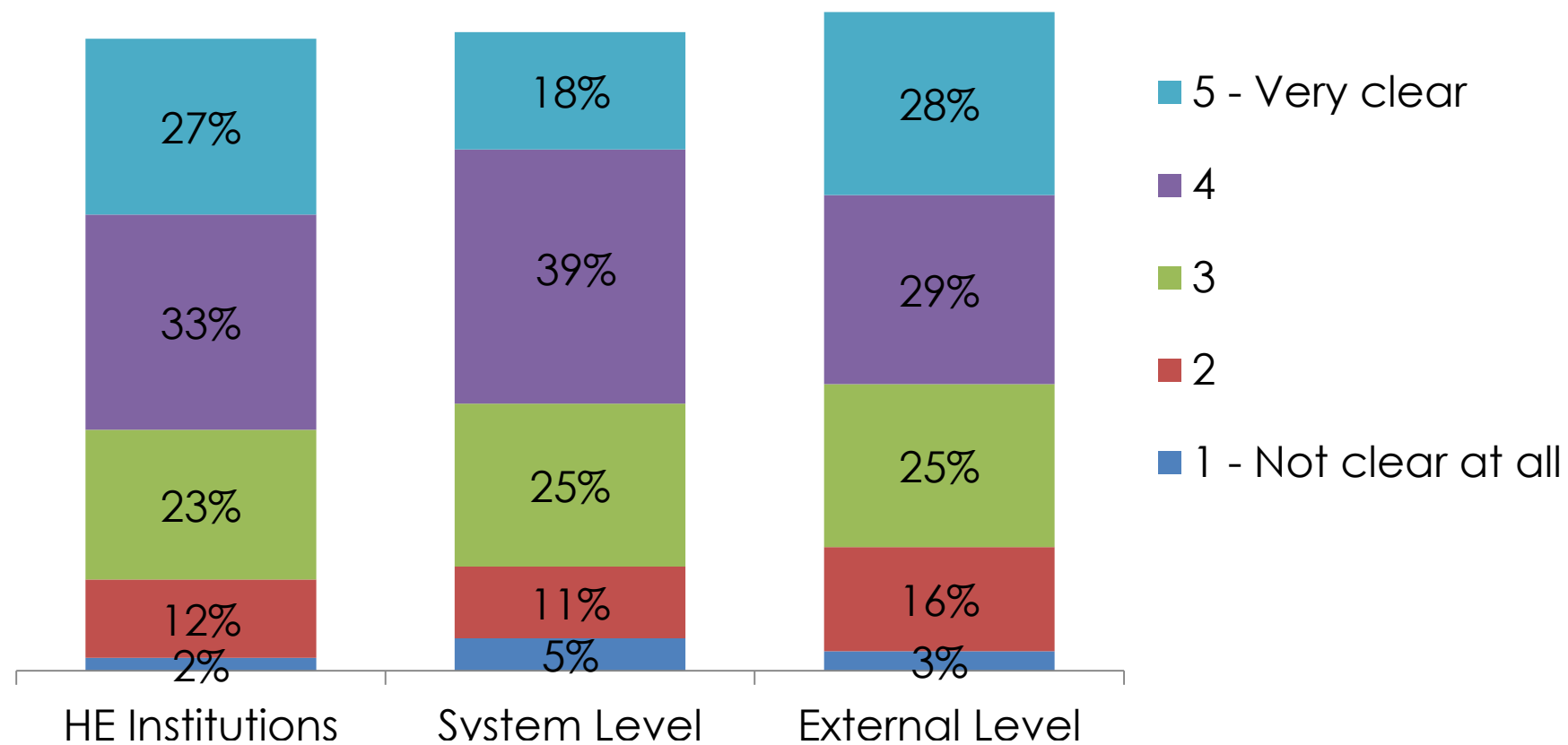
# Is this PHE?



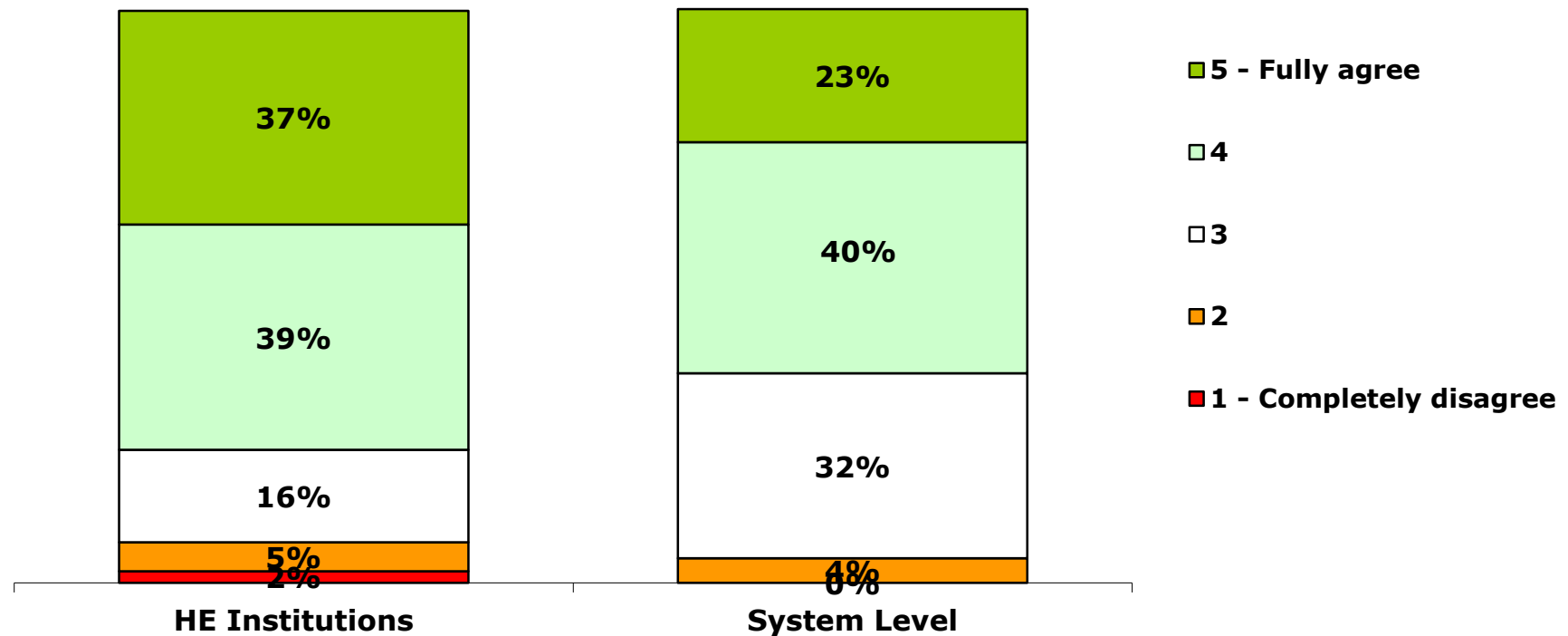
Live



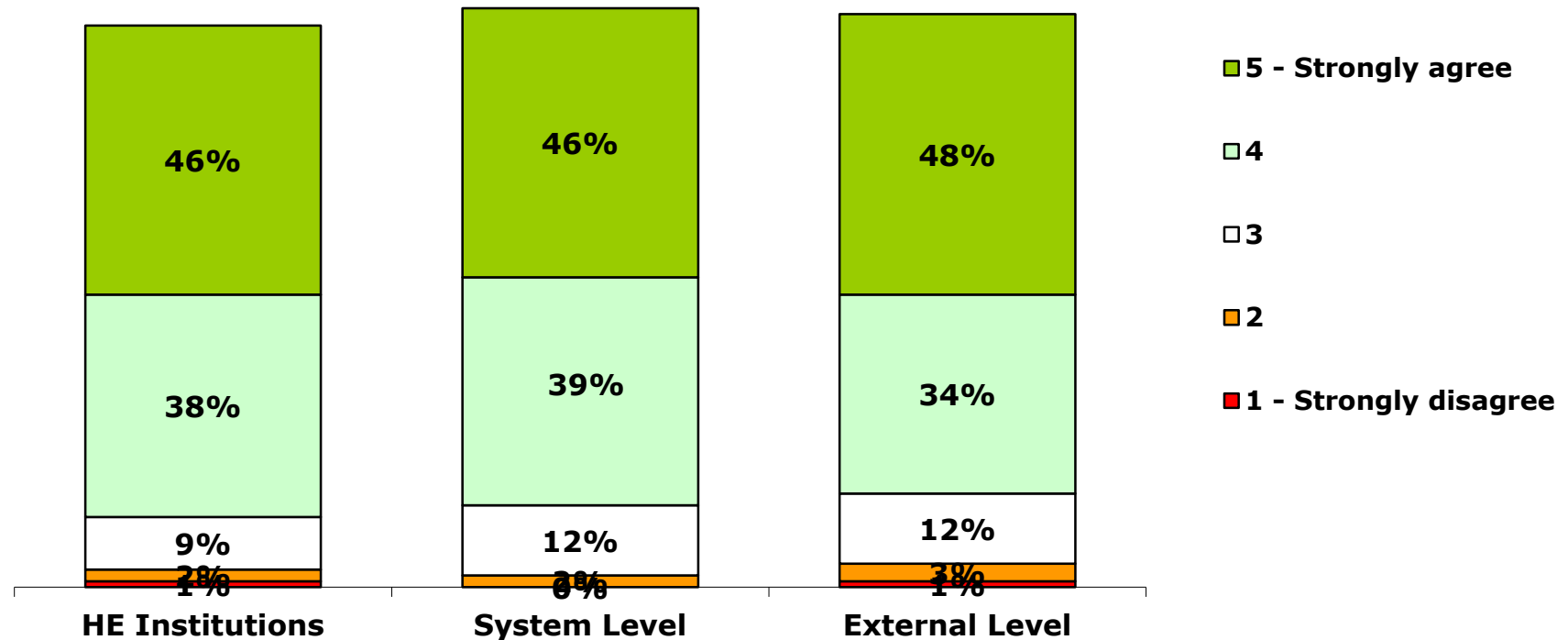
### Is the term “Professional Higher Education” clear?



Do you agree that there is a growing demand for well profiled PHE in your country?

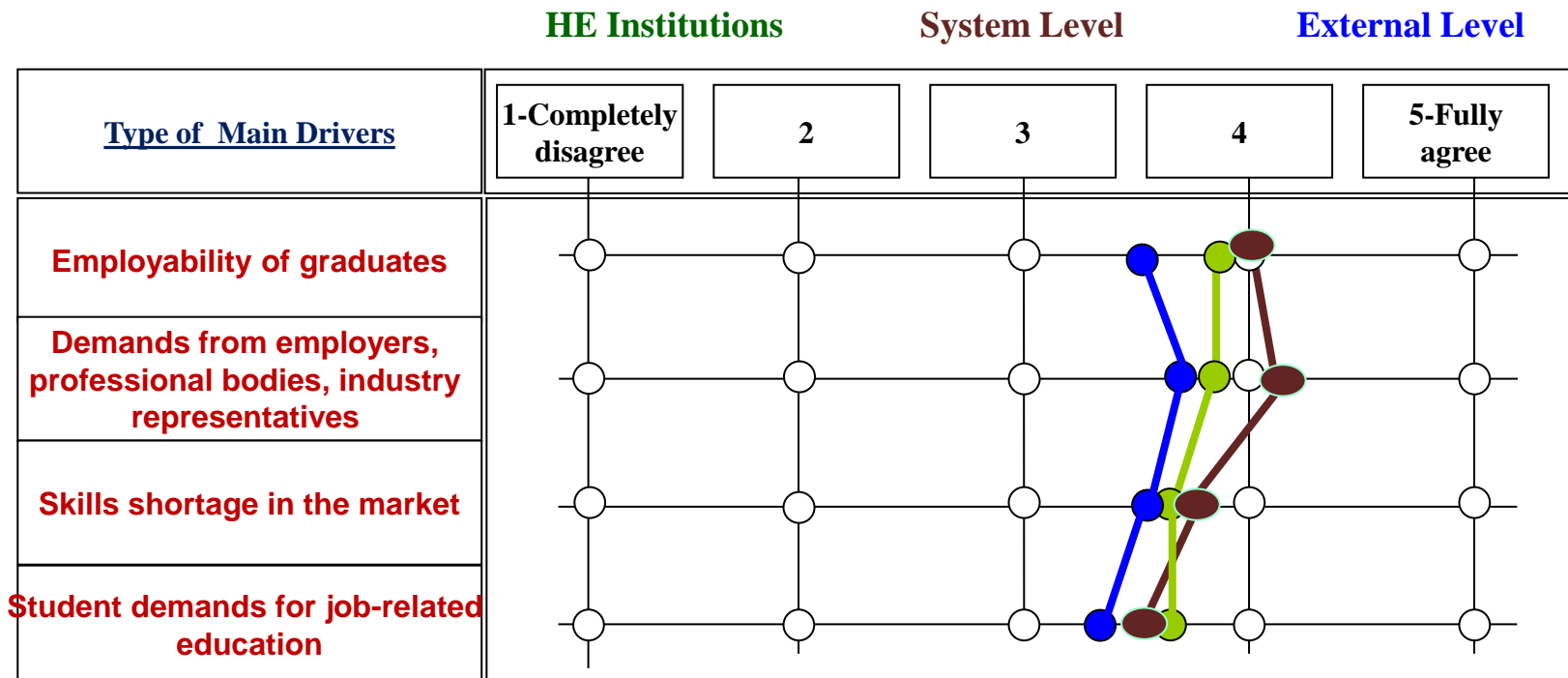


Over the next years, industry demand for employees with qualifications combining practical skills and academic higher education will increase.



Meaning and Forms  
of  
Professional Higher  
Education

## What are the main drivers for PHE in your country?



## What level?

Country	level			
	EQF5	PHE EQF6	EQF7	EQF8
BE(FL)				
CZ				
DE				
DK				
EE				
FI				
FR				
HR				
IE				
LT				
MT				
NL				
PL				
PT				
SI				



EQF 5 = Tertiary Vocational  
Schools / Colleges

EQF 6 = hybrid

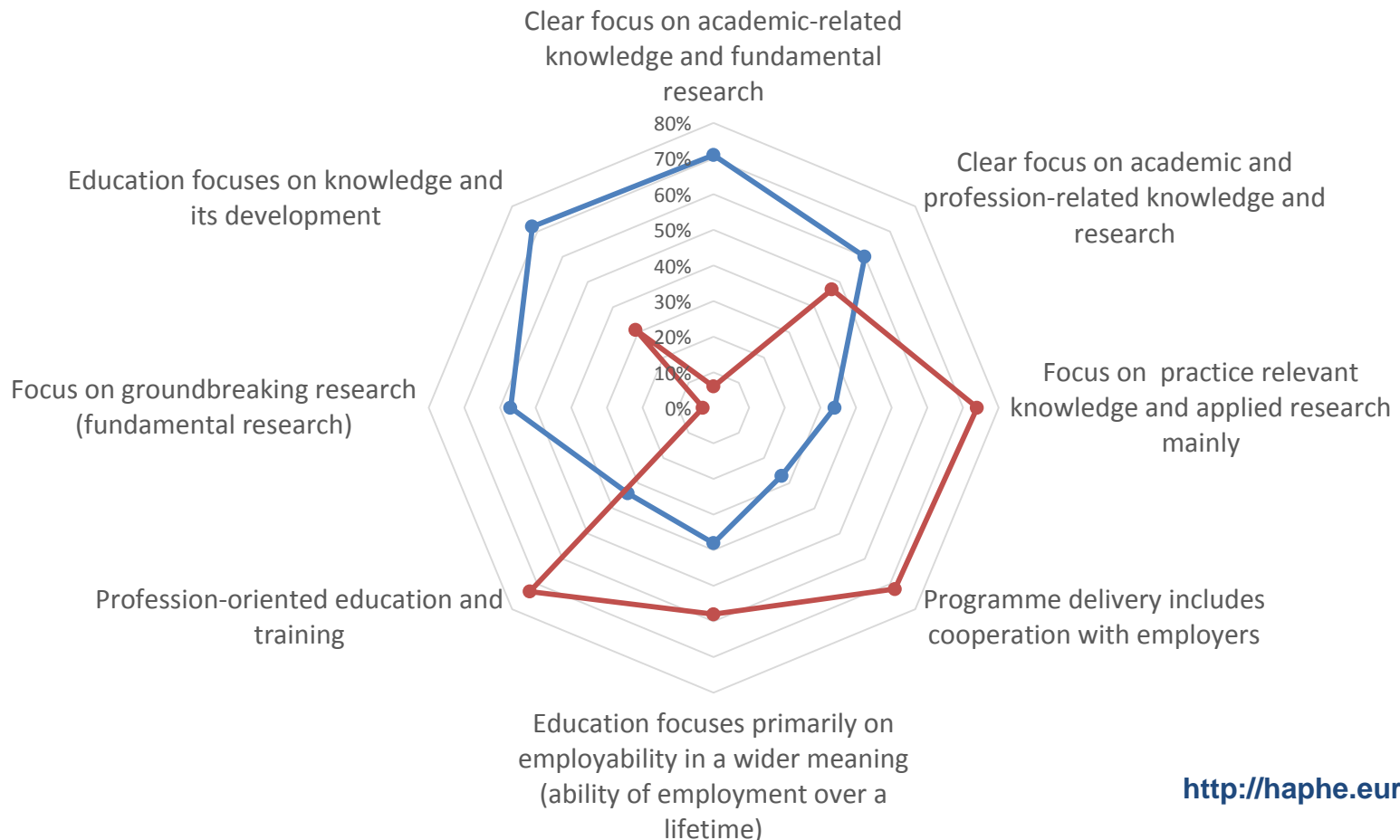
EQF 7 = Universities of  
Applied Science



# Differences between PHEI & AHEI

What institutions think of themselves

—●— University (academic)    —●— PHE Institutions



# Key issues from employers' view

- Field of study
- Work experience
- Degree level
- Experience abroad
- Grades
- Reputation of university
- Salary

Source: Humburg, van der Velden, Verhagen, ROA Maastricht for EC, 2013



# Employers' requirements

- More internships
- More practice-related elements
- Engagement in development of programmes
- Engagement in quality assurance
  
- Yet, still low level of mutual understanding and collaboration on both sides

Definition & Characteristics

## **PROFESSIONAL HIGHER EDUCATION**

## Professional Higher Education: EURASHE Proposed Definition

- 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**.

## Characteristics & Criteria

<b>POLICY &amp; STRATEGY</b>	Policy and Strategy Integration
	Objectives and Outcomes of PHE
	Regional Integration
<b>TEACHING &amp; LEARNING</b>	Methods of Curriculum Development
	Learning Outcomes - WHY
	Content for Teaching and Learning – WHAT
	Learning Methodology - HOW
	Learning Environment - WHERE
	Programme Team –WHO
<b>RESEARCH, DEVELOPMENT &amp; INNOVATION (RDI)</b>	RDI Agenda
	RDI Process
	RDI Outputs and Outcomes

## Characteristics & criteria: POLICY & STRATEGY

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>POLICY AND STRATEGY</b> <i>How is PHE embedded and represented in the overall strategic policies and 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.

## Characteristics & criteria: TEACHING & LEARNING I

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<p><b>TEACHING AND LEARNING</b> <i>How is teaching and learning influenced through the specific characteristics of PHE</i></p>		
<p><b>Methods of Curriculum Development</b></p>	<p>Curriculum development refers to</p> <ul style="list-style-type: none"> <li>• methods of learning</li> <li>• design and development of curricula</li> <li>• learning objectives and outcomes.</li> </ul>	<p>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.</p>
<p><b>Learning Outcomes</b>  <u><i>The Why</i></u></p>	<p>The learning outcomes refer to what a learner is expected to know, understand and be able to do as the result of a process of learning.</p>	<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>

## Characteristics & criteria: TEACHING & LEARNING II

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<p><b>TEACHING AND LEARNING</b> <i>How is teaching and learning influenced through the specific characteristics of PHE</i></p>		
<p><b>Content for Teaching and Learning</b> <u><i>The What</i></u></p>	<p>The content comprises</p> <ul style="list-style-type: none"> <li>• working methods,</li> <li>• practice examples,</li> <li>• a syllabus and other materials.</li> </ul>	<p>The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations.</p> <p>The content is informed by the latest research, trends and references from both the world of work and academia.</p>
<p><b>Learning Methodology</b> <u><i>The How</i></u></p>	<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>

## Characteristics & criteria: TEACHING & LEARNING III

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> <u><i>The Where</i></u>	The learning environment refers to 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> <u><i>The Who</i></u>	The programme team refers to 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.





## Characteristics & criteria: RESEARCH, DEVELOPMENT & INNOVATION

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>RESEARCH, DEVELOPMENT &amp; 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.

KEY ISSUES FROM:

THE MINISTERS' COMMUNIQUÉ IN YEREVAN, MAY 2015

&

EURASHE POLICY PAPER „MAKING EUROPEAN PHE A KEY PLAYER IN THE DEVELOPMENT OF A FASTLY & UNPREDICTABLY CHANGING SOCIETY“

## **CHALLENGES WITHIN THE EUROPEAN HIGHER EDUCATION AREA**

# Supporting Higher Education in Europe

Bologna process timelines/ Topic	1999 Bologna	2001 Prague	2003 Berlin	2005 Bergen	2007 London	2009 Leuven	2010 Budapest/ Vienna	2012 Bucharest
<b>Mobility</b>	Key issue	Social aspect	Grant portability Data	Visa, work permits	Visa, work permits, recognition	20 % student mobility	Launching European Higher Education Area	Strategy. 3 <sup>rd</sup> cycle, recognition
<b>System of cycles</b>	2 cycles	Joint degrees	3 <sup>rd</sup> cycle	QF EHEA/ EQF	NQF 2010	NQF 2012		NQF , LOs, SCHE
<b>Social dimension</b>			Equal access	Social dimension	National action plans	National targets 2020		Access policies
<b>Life-long learning</b>			National LLL RPL	Flexibility	LLL at HE Employability	Employability		Employers' role
<b>Credits</b>	ECTS	ECTS & DS	Accumulation		Recognition practices	Implementation		Learning outcomes RPL
<b>Quality assurance</b>		Importance	QA national, institutional, European	ESG	EQAR	Overarching focus		Revised ESG request
<b>Europe of Knowledge</b>	x	x	Link to R&D	International coop.	Global dimension	Policy Fora		Research & technology alliances



## 2015 goals in the new context

- **Enhancing the quality and relevance of learning and teaching**
  - Confirmation on former intentions and objectives
  - Support of HEIs and their staff
  - Link between teaching, learning and research at all study levels,
  - Recognition and support of quality teaching and enhancement of teaching competencies
  - Involvement of all stakeholders with emphasis on students in quality assurance
- **Fostering the employability of graduates throughout their working lives**
  - Graduates competence for entry into the labour market with a long-term foundation for working lives and development
  - Support HEIs in exploring diverse measures to reach these goals – dialogue with employers, programmes with balanced theoretical and practical components, mobility for both study and placement

## 2015 goals in the new context

- **Making our systems more inclusive**
  - Diversification – immigration and demographic changes
  - Support institutions that provide relevant learning activities in appropriate contexts for different groups of learners including LLL
  - Permeability and articulation between different education sectors
  - Social dimension, access, completion, disadvantaged background
  - Mobility opportunities for students and staff from conflict areas
  - Mobility of teacher education students – educating future generations
- **Implementing agreed structural reforms**
  - Degree structure, credit system, common QA standards, mobility, joint programmes and degrees – foundations of EHEA
  - Policies and tools for recognition of achievements and prior learning
  - Shared ownership, commitment by policy makers and academic community, stronger involvement of “stakeholders”
  - Focus on implementation, measurement of performance – political dialogue, good practice
- **The governance and working methods of the EHEA must develop to meet these challenges.**

## Policy measures adopted 2015

- the revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- the European Approach for Quality Assurance of Joint Programmes
- the revised ECTS Users' Guide, as an official EHEA document

## Commitments

- **Short cycle qualifications** within the overarching framework of qualifications for the European Higher Education Area (QF-EHEA) – **ESG** and **recognition** across EHEA
- First cycle competence requirements allow **public employment**
- **Information on graduates career patterns and progression** in the labour market
- Recognition:
  - Compliance with the Lisbon Recognition Convention
  - **Recognition of prior learning and integration within NQF**
  - Pilot facilitation of **professional recognition**
  - Qualifications outside EHEA
- Mobility of staff
- Social dimension strategies – socially inclusive HE
- Enabling use of suitable **EQAR registered agencies** for external QA respecting the national arrangements

## EURASHE priorities

- allow development of PHE at all levels of the Bologna cycles in all EHEA countries
- a high quality HE focused on the learning individual, meeting the needs of the world of work and using the achieved learning outcomes for further education and lifelong learning
- remove obstacles for higher education – world of work cooperation including legal basis
- employability and competence development through effective policy on RPL and LLL provisions
- structures and programmes supporting students, their dialogue and projects with stakeholders
- quality agenda based on ESG principles including involvement of relevant stakeholders
- recognition and flexibility
- schools' and their staff capacity to adopt new methods of teaching and learning in the context of new technologies/media
- recognition of “applied” RDI agenda in PHE as an integral part of its profiled educational process, its relevance for the world of work, product innovation and society in general and promotion of relevant approaches to its comprehending and assessment



A vast number of challenges and tasks...  
... to be addressed in shared efforts and mutual  
collaboration.

You are most welcomed to join us

Thank you

Michal Karpisek

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## More Information on the European Association of Institutions in Higher Education

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