Professional Higher Education 4.0: A Change for Universities of Applied Sciences
Le Havre, France, 30-31 March 2017

EURASHE event
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An avalanche is coming. In the context of technological developments, digitalisation, new requirements and expectations towards a changed employability and higher education as a mass phenomenon, higher education institutions will be likely to change their role and mode of operation entirely. More and more higher education institutions are opening up, in their business models, in their learning designs, in their access regulations and in the way they relate to the world of work. The 4th industrial revolution, or so-called industry 4.0/industrie du futur, will require a shift in approaches and models. “We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before”¹ writes Klaus Schwab head of the World Economic Forum. But what about professional higher education? Are European universities of applied sciences ready to respond to this change? Are they ready to turn the challenges and expectations of industry, the world of work in general and society at large into advantages? How can higher education stay relevant and change its learning design in the light of new digital opportunities, artificial intelligence and quantum computing? Will these changes affect the research, development and innovation agenda of universities of applied sciences? Will they affect their role and the way in which they collaborate with partners from the world of work and their regional community? These revolutionary changes will emerge across various sectors, including those in the public hand: what will be the impact on more social occupations like nursing and caring, will they be overwhelmed as well? How can future leaders and workers be prepared for contexts in perpetual evolution?

EURASHE’s 27th Annual Conference’s theme ‘Professional Higher Education 4.0: A Change for Universities of Applied Sciences’ aims to contribute to this debate and to begin to formulate answers to these questions over these 2 days in Le Havre.

This “blurring [of] the lines between the physical, digital, and biological spheres” of the next industrial revolution is changing the way higher education operates. European universities of applied sciences, with their deep integration with the world of work, have to be the leaders of this change.

The conference’s keynotes will lay out the frame of 2 days’ worth of breakout sessions and debates addressing the overarching theme of a changing higher education responding to a changing society. A panel of stakeholders will present the various views on the validity

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¹ The Fourth Industrial Revolution: what it means, how to respond, Klaus Schwab, 14/01/16, www.weforum.org
and actual impact of these changes. Each of the breakout sessions (workshops, posters, good practices, leaders’ forum etc.) will all address one of the multiple facets of professional higher education 4.0.

The conference is designed to be a place of sharing, exchange and stock-taking. By attracting different target groups it will bring together the European treasure and body of experience in higher education: institutional leadership and management, head of programmes, teaching staff, researchers, quality assurance managers and agencies, business, public agents and more. Practitioners, the world of work, and policy-makers will be brought together to better understand their respective views, approaches and experiences. The multi-level discussions, mix of plenary and breakout sessions, but also the strong interdisciplinarity of the conference and its networking sessions aim at inspiring participants and higher education institutions alike in meeting the challenges of tomorrow head-on.
EURASHE has developed an official app for #EURASHE27, its 27th Annual Conference. It is available for Android and iOS devices. The app features:

- participant login with social media,
- participants’ list and contact details,
- built-in chat with participants,
- activity and Twitter feed,
- full programme with abstracts and speakers,
- speakers’ biographies and contact profiles,
- city and venue maps,
- built-in evaluation and survey

In the conference, we will use the app to gather your feedback, including for the closing session. You can download the app at any time...

...for Android devices....

...and devices under iOS
Programme

Day 0 – Wednesday 29 March 2017

13.00 – Workshop on EURASHE Strategic Framework – optional restricted meeting for members

14.45 – Registration and welcome coffee

15.00 – EURASHE General Assembly 2017 (1) – restricted meeting for members

17.20 – End of the General Assembly

18.00 – Reception on board the Dar Młodzieży sailing boat – open to early registered participants (limited space)
Day 1 – Thursday 30 March 2017 - not all authors are presenting

8.30 – Registrations and coffee

9.30 – Opening and welcome

Stéphane Lauwick, President of EURASHE, Director of IUT of Le Havre, France

10.00 – Keynote

Ilja Laurs, Founder & Chairman at Nextury Ventures, Lithuania

André Richier, Principal Administrator at the Directorate General for Internal Market, Industry, Entrepreneurship and SMEs (Key Enabling Technologies and Digital Economy Unit) at the European Commission

10.45 – Coffee break with posters

Opening the ivory tower – third mission activities of small universities of applied sciences in context of economy 4.0, Gabriele Permoser, Assistant to the Management Board, St. Pölten University of Applied Sciences, Austria, Hannes Raffaseder, Authorised Signatory and Head of Research and Knowledge Transfer, St. Pölten University of Applied Sciences, Austria

University Fourth Mission. Spin-offs and Academic Entrepreneurship: a theoretical review through the variety of definitions, Augusto Cocorullo, PhD Student, University of Naples “Federico II” — Department of Social Sciences, Italy

Paving the path towards Universities of Applied Sciences in Hungary – Summary on the Hungarian developments in the field of Professional Higher Education, Petra Perényi, Secretary for EU affairs, Hungarian Rectors’ Conference (HRC), Hungary

Customized x-Learning Environment: e-portfolio integration, Anabela Mesquita, President of SPACE network and Vice Dean of ISCAP/Polytechnic of Porto (P.Porto), Portugal, Fernando Moreira, Associate Professor at Univ Portucalense, Portucalense Institute for Legal Research — IJP, Porto & IEETA, Univ Aveiro, Portugal, Paula Peres, Pro-President P.Porto, Coordinator of the Unit of e-Learning and Pedagogical Innovation, Teacher and Researcher at ISCAP, Portugal, Lino Oliveira, Associate Professor at ESMAD/P.Porto, Member of e-IPP — e-Learning Unit, Portugal

Supporting Student Mobility with EMREX — electronic transfer of achievement records, Anders Bøgebjerg Hansen, Special Adviser, Ministry of Higher Education and Science, Denmark, Mats Lindstedt, Project Manager, CSC ltd, Finland,
Increasing South Baltic Mobility and Understanding Via Virtual Communication Platforms in Nurse Education, Hélène Taylor Kelly, RN, MSc, Associate Professor, International Consultant, University College Zealand, Denmark

Green Skills for Sustainable Development: the SUSDEV project, Marek Frankowicz, Academic teacher, Jagiellonian University in Krakow. Coordinator for Quality and Internationalization, State Higher Vocational School in Tarnow, Poland, Stefan Ignar, Professor, Warsaw School of Life Sciences-SGGW, Poland

Strategic Partnership for Building Professional Higher Education Capacity in Europe: the BuildPHE Project, Marek Frankowicz, Academic teacher, Jagiellonian University in Krakow. Coordinator for Quality and Internationalization, State Higher Vocational School in Tarnow, Poland

Defining and Characterising Professional Higher Education in Europe, Raimund Hudak, Head of research & labs, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany, Marko Grdosić, Project Manager, EURASHE, Belgium

Setting up systematic structures for policy-recommendations and best-practice sharing: PROCSEE project, Alicia-Leonor Sauli-Miklavčič, Project Manager, Association of Slovene Higher Vocational Colleges, Slovenia

11.15 – Responses from a panel of practitioners

Nina Waaler, Vice Rector, Oslo and Akershus University College of Applied Sciences (HiOA), Norway

Joachim Gümüs Kallevig, Head of Section, Department of Foreign Education, Norwegian Agency for Quality Assurance in Education (NOKUT), Norway

Jeannette Weisschuh, Director Hewlett Packard Enterprise

Ari Åberg, Senior Policy Advisor at IndustriAll European Trade Union, Belgium

Deborah Roseveare, Head of the Skills Beyond School Division in the Directorate for Education and Skills, OECD

Moderator: Ulf-Daniel Ehlers, Vice-President of EURASHE, Vicepresident Quality and Academic Affairs Baden-Wuerttemberg Cooperative State University Vice-President, Germany
12.30 – Introduction to breakout sessions

Michal Karpíšek, Secretary General of EURASHE, Belgium

12.45 – Lunch break

13.45 – In parallel:

Breakout session 1A: Where would we go from here? The Dilemmas of the Academic and Practice-orientation Strategies of Universities of Applied Science, Balázs Heidrich, Rector, Budapest Business School — University of Applied Sciences, Hungary

Breakout session 1B: Tackling the disconnect between universities, Small businesses and graduates in cities and regions, Martin Edmondson, CEO, Gradcore, United Kingdom, Amy Ward, Partnerships Consultant, Gradcore, United Kingdom

Good practices I:

3 good practices: IUT of Nantes and the Factory of the Future / Industry4.0 in machining / Cyber Physical production System, Olivier Cardin, Assistant Professor, Mathieu Ritou, Assistant Professor, Victor Godreau, PhD student, Fabrice Brau, Engineer, Sebastien Le Loch, Assistant Professor, Benoit Furet, Professor, University of Nantes, France

Beginning of the UAS Leadership Forum, on invitation only, until 16.15

Beginning of the EQUIP focus group, until 31 March, 12.30

15.00 – In parallel:

Breakout session 2A: Academic Planning, New Programs, Industry Partners and the 4th Industrial Revolution — One institution’s experience innovating for more student success, Elka Walsh, Director, Institutional Planning and Analysis, Southern Alberta Institute of Technology, Canada, Brad Donaldson, Vice President Academic, Southern Alberta Institute of Technology, Canada

Breakout session 2B: Employer led curricula- degree apprenticeships in England, Conor Moss, Director of Education and Employer Partnerships, Sheffield Hallam University, United Kingdom

Good practices II:

Updating curricula in response to labor market needs, Assist. Prof. Ekaterina Arabska, Ph.D, Prof. Eng. Dimitar Dimitrov, Ph.D., Prof. Mariana Ivanova, Ph.D., Assoc. Prof. Patricia Georgieva, Ph.D., Assoc. Prof. Petar
Petrov, Ph.D., University of Agribusiness and Rural Development (UARD), Bulgaria

Strategic partnerships and building a consortium of Universities of Applied Sciences: the good practice of the Urban Research and Education Knowledge Alliance (U!REKA), Erik van den Berg, Senior Policy Adviser Internationalisation, Amsterdam University of Applied Sciences (AUAS), Netherlands

(Continuation of the UAS Leadership Forum, on invitation only)

(Continuation of the EQUIP focus group, until 31 March, 12.30)

16.15 – Coffee break with posters

16.45 – In parallel:

Breakout session 3A: Applied Universities as Platform-Based Innovation-Hubs, Hannes Raffaseder, Authorised Signatory and Head of Research and Knowledge Transfer, St. Pölten University of Applied Sciences, Austria, Gabriele Permoser, Assistant to the Management Board, St. Pölten University of Applied Sciences, Austria

Breakout session 3B: Work Based Learning Partnerships between Higher Education Institutes and External Employer Organisations, Oran Doherty, Regional Skills Manager, North West Ireland, Department of Education and Skills, Ireland

Good practices III:

Career services/Journey to the future starts today!, Raimonda Agnė Medeišienė, Head of Project department, International Affairs Coordinator Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania, Elinga Noreikaitė, Image building project manager, Assistant at Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania

Focusing on innovation competencies – examples of successful projects with the help of EU co-funding, Liisa Kairisto-Mertanen, Dean, Turku University of Applied Sciences: TUAS, Finland

(Continuation of the EQUIP focus group, until 31 March, 12.30)

18.00 – End of day 1

19.30 – Conference Gala Dinner

Le Palais des Régates - 1 Rue Maurice Taconet, 76310 Sainte-Adresse, France
Day 2 – Friday 31 March 2017 - not all authors are presenting

8.30 – Registrations

9.30 – In parallel:

Breakout session 4A: Higher Education for learning and skills development 4.0, Raimund Hudak, Head of research & labs, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany, Anna Frankenberg, Scientific Project Manager, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany

Breakout session 4B: ALUMNI power, Raimonda Agnė Medeišienė, Head of Project department, International Affairs Coordinator Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania, Elinga Noreikaitė, Image building project manager, Assistant at Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania

Good practices IV:

Virtual Classroom as a method to keep in touch with your students during the externship, Prof. (FH) Kurt Hoffmann, Vice Director of Studies in the International Business Studies program, FH Kufstein, Austria, Diane Freiberger, Vice Rector FH Kufstein, Austria

Teaching Programmable Logic Controller with 3D virtual production line, Florence Lecroq, Senior Lecturer, UT, Normandie Le Havre Université, France, Jean Grieu, Senior Lecturer, IUT, Normandie Le Havre Université, France

(Continuation of the EQUIP focus group, until 12.30)

10.45 – Coffee break with posters

11.15 – In parallel:

Breakout session 5A: Big Data STEM Education: “The Skills key”, Maria Begoña Peña Lang, Professor and Researcher, University of the Basque Country, Spain

Breakout session 5B: Project Proposals’ Assessment and Evaluation: The Point of View of the Evaluator, Nina J Zugic, British Council Consultant (Education & Project Development) & European Commission Evaluation and Assessment Expert
Breakout session 5C: The smart factory with part production concept in higher education, Gorazd Rakovec, lecturer at Higher Vocational College and consultant, Slovenia

(Continuation of the EQUIP focus group)

12.30 – Lunch break

13.45 – In parallel:

Breakout session 6A: A broader perspective for the EHEA, Hans Daale, Manager Leido, Netherlands

Breakout session 6B: Working with British partners after “Brexit”, Alan Sherry, Chair of the Colleges Partnership/WoSCoP, United Kingdom, Dugald Craig, Interim Chief Executive of the Colleges Partnership/WoSCoP, United Kingdom

Good practices V:

Learning from Industry: An Industry Sourced Platform for Academic Quality Assurance Processes, Barry O’Connor, Registrar and Vice President for Academic Affairs, Cork Institute of Technology, Ireland

Optimizing translator training and student employability through project-based learning: The case of the IATE terminology project, Themis Kaniklidou, Assistant Professor, Hellenic American University, Greece, Emmanuel Peclaris, Translator, Terminologist, Directorate General for Translation, European Parliament

15.00 – Summary of the sessions

Michal Karpíšek, Secretary General of EURASHE, Belgium

15.20 – Closing

Stéphane Lauwick, President of EURASHE, Director of IUT of Le Havre, France
and announcement of EURASHE’s 28th Annual Conference

15.30 – End of day 2

– Goodbye reception: ‘Goûter français’

intercity trains from Le Havre to Paris Saint Lazare at 16.02 (arrival 18.10), 17.02 (arrival at 19.10), 18.02 (arrival at 20.10), 19.15 (arrival at 21.40), last train at 20.02 (arrival at 22.10)
Day 3 – Saturday 1 April 2017

Intercity trains from Le Havre to Paris Saint Lazare at 6.12 (arrival 8.40), 8.02 (arrival 10.10), 9.15 (arrival 11.40), 10.02 (arrival 12.10), 12.02 (arrival at 14.10), 14.02 (arrival at 16.10), 17.02 (arrival at 19.10), last train at 19.15 (arrival at 21.40)

Social programme: visit to Honfleur and Deauville

(Short option Honfleur only) In the morning of Saturday 1 April, participants may join a trip to the nearby city of Honfleur, starting at 9.00. Participants will enjoy a tour through this quaint 16th century city, symbolic of the Impressionism movement born in the region in the late 19th century, including a visit of the old St Catherine church and of the Greniers à sels, two old salt storehouses. Participants choosing the short option will leave Honfleur before lunch time and arrive back in Le Havre in time for the 14.02 train to Paris.
An additional fee of 20 euro applies for the short social programme.

(Long option Honfleur & Deauville) Participants choosing the long option will have lunch at Honfleur and go onto the city of Deauville in the afternoon. Deauville is an internationally renowned resort, oozing style and glamour. It is host to prestigious horse races and polo, as well as to the annual Deauville American Film Festival. Participants will then leave Deauville back to Le Havre at around 17.30, in time for the 19.15 train to Paris (last train of the day).
An additional fee of 60 euro applies for the long social programme.
500 years of Le Havre, 50 years of IUT of Le Havre & docking of Dar Młodzieży

Founded by King Francis I in 1517, the city has never stopped reinventing itself throughout the centuries. Severely bombed at the end of World War II, Le Havre was one of the worst affected cities in Europe. A visionary architect was put in charge of the post-war reconstruction of the city: Auguste Perret. He was one of the world’s pioneers in using concrete, a material he favoured not only for its structural stability, but also because he maintained he could achieve a uniform effect with it. Often debated, mostly misunderstood, his work finally received the recognition it deserved in 2005 when Le Havre’s city centre was classified as a UNESCO World Heritage Site. Today, the city is popular with contemporary architecture lovers, who come to admire Saint-Joseph Church and its 110 metre high steeple, Oscar Niemeyer’s Volcano or Les Bains des Docks, a modern swimming complex designed by Jean Nouvel. The 500th anniversary of Le Havre will see the city and port come alive like never before, with festivities and special events taking place from 27 May to 5 November 2017. All across the city, from the historic docks to the shopping district and the beach, art exhibitions, street parades, theatrical performances and boat races will be taking place over five months, making for a summer to remember.

The IUT of Le Havre was founded in 1967, one year after the official creation in France of the IUTs, the university institutes of technology. The first courses delivered were in electrical engineering -- over its first two years of existence, the IUT welcomed 56 students, it now enrolls some 2500 students.

To celebrate both these anniversaries the Antwerp Maritime Academy and its rector, Capt. Patrick Blondé, former Vice-President of EURASHE, are docking the Dar Młodzieży sail training ship in Le Havre on Wednesday 29 March, on its way from Antwerp (Belgium) to Cádiz (Spain). 2017 also marks the 10th edition of on-board training for students of the Antwerp Maritime Academy on the Dar Młodzieży.
Universities of Applied Sciences (UAS) Leadership Forum - on invitation only
Motivated by further strengthening of the mutual dialogue with the top leaders of universities of applied sciences EURASHE will launch a UAS Leadership Forum on the occasion of the annual conference. It will serve as a platform for mutual sharing of views and experience regarding key strategic issues between presidents, rector, vice-rectors and general directors of European universities of applied sciences. The UAS Leadership Forum will take place in the afternoon of Thursday 30 March in parallel to other sessions of the conference. Providing a more informal exchange within the Chatham House Rule format (participants are free to use information, but not allowed to reveal who made any comment), UAS leaders will be joined by some of the key speakers at the conference. EC's DG Growth André Richier will develop further on digitalisation agenda and its challenges, a head of OECD’s Skills beyond School Division, Deborah Roseveare will address the challenges regarding the skills agenda. In the second part of the forum the strategies for UAS development will be discussed. Following EURASHE Secretary General’s, Michal Karpíšek, overview of emerging strategic priorities, leaders of two institutes will comment on these from the viewpoint of their institutions, Stephane Lauwick, Director of the IUT of Le Havre, EURASHE President and Marc Vandewalle, Director General of UCLL, Belgium. The discussion might set a basis for identification of challenges and issues to be included into the EURASHE policy paper for the 2018 EHEA Ministerial Conference. The discussion will be moderated by Richard Thorn, Emeritus President of IoT Sligo, Ireland. Participation is on invitation only,
**Special focus group on ESG 2015 for universities of applied sciences/PHE**

In parallel to the conference, EURASHE will be hosting a special focus group on the ESG 2015 in the framework of the EQUIP project. The one-day focus group aims at verifying and further consolidating the evidence collected about the implementation challenges of the ESG 2015, sharing good practice, and discussing approaches to solving these challenges and their applicability in different contexts. Sessions of the focus groups will explore:

- Challenges in meeting the expectations of the ESG 2015
- Different approaches to quality with the ESG and other tools
- Potential solutions and case examples

Participants will benefit from the opportunity to discuss in depth in small groups some of the practical challenges in dealing with quality assurance on a daily basis, and exchange ideas with peers from across Europe on how to approach these issues. The EQUIP project partners will use the outcomes of the focus group to develop a study examining the implications of the introduction of the ESG 2015, innovative approaches to their implementation, and recommendations to individual stakeholder groups.

*The results of this focus groups, and others from other stakeholder groups (e.g. universities, students) will be shared on the joint ‘Quality Assurance in European Higher Education’ LinkedIn group.*

**Stand of local products**

In the conference, students of the IUT of Le Havre will showcase some local products in a stall they made ourselves. This year marks the 500th anniversary of the creation of Le Havre. Therefore, our stall is inspired by King Francis the 1st, who founded the city of Le Havre in 1517. It represents Francis the 1st Tower, which was destroyed at the end of the 19th century. We will propose local champagne, beer brewed locally in Le Havre city center.
conference

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Martin Edmondson
Amy Ward
Olivier Cardin
Elka Walsh
Conor Moss
Ekaterina Arabska
Erik van den Berg
Hannes Raffaseder
Gabriele Permoser
Oran Doherty
Raimonda Agnė Medeišienė
Elinga Noreikaitė
Liisa Kairisto-Mertanen
Raimund Hudak
Anna Frankenberg
Raimonda Agnė Medeišienė
Elinga Noreikaitė
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Speakers and abstracts

Plenary

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 2500 students and delivers 26 awards. He has been member of the EURASHE Board since 2012 and was elected President of EURASHE in 2015 for a mandate of 2 years. Stéphane Lauwick is also member of the Board 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.

Michal Karpíšek is the Secretary-General of EURASHE, starting 1 June 2016. He 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 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 between 2007 and 2016 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 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, as well as in Azerbaijan.
Keynote - Thursday 30, 10.00

Ilja Laurs is Founder & Chairman at Nextury Ventures, Lithuania. He is a serial entrepreneur & venture investor with a track record of building nine-figure companies from scratch and multiple exits. Currently Ilja chairs Nextury Ventures and invests in multiple high-tech areas such as 3D printing, fintech, sharing economy, mobile and smart sports. Ilja Laurs has been named as/in “European Manager of the Year” by European Business Press Association, “25 European Tech Leaders” by Wall Street Journal, “Top 40 People in Mobile” by Informa Telecoms and Media, “20 Brightest Business Minds” by Baltic Business Forum, “10 Start-ups That Will Change Your Life” by TIME magazine and “Technology Pioneer” by World Economic Forum in Davos. As a recognized thought leader, Ilja speaks in all major ICT conferences and is regularly quoted in Wall Street Journal, Forbes, CNN, CNBC, BBC, Bloomberg and many other media outlets. Ilja’s book “Business in a New Way” has broken multiple records in Lithuania and is all time #1 non-fiction bestseller in the country.

André Richier is Principal Administrator at the European Commission in Brussels within the Directorate General for Internal Market, Industry, Entrepreneurship and SMEs (Key Enabling Technologies and Digital Economy Unit). He is responsible for policy issues relating to information technology, competitiveness and innovation and the digital economy in particular e-leadership and the EU e-skills strategy. He is contributing to the “Grand Coalition for Digital Jobs” launched in March 2013. He was the 2002-2003 EU Fellow attached to the LBJ School of Public Affairs at the University of Texas in Austin. He played a leading role in the preparation of the “eLearning: Designing Tomorrow’s Education” Initiative and Action Plan in 2001 within the Multimedia Unit of the Directorate General Education and Culture. In the 1990s, he was in charge of research projects in the field of multimedia within the European Strategic Programme for Research in Information Technology (ESPRIT) of the Commission. Prior to joining the Commission in 1994, he held sales and marketing positions in the ICT industry. He started his career at IBM in 1985.
Panel - Thursday 30, 11.15

As vice-rector for education, Nina Waaler has a strategic responsibility for HiOA professional studies and quality assurance of education. These responsibilities involve close cooperation with students, faculties and centers at the college. In this work as vice-rector Nina is also in contact with business and industry, politicians and governments centrally. Oslo and Akershus University College will provide research-based and relevant education with high quality, a good campus life for students and academically strong candidates to society nationally and internationally. Nina Waaler is also responsible for the Department for study, education and internationalisation and the Department of Library and Learning Center in joint administration. In recent years, she has also worked as dean of the Faculty of Health Sciences at HiOA and former OUC. Nina Waaler holds a Ph.D. in sports science from the Norwegian School of Sport Sciences, where she also researched and taught for many years.

Joachim Gümüs Kallevig is Head of Information in the Department of Foreign Education in NOKUT. From December 2015, he is acting Head of Section for recognition of professional qualifications (NQF level 4), a project that will establish a national recognition scheme for non-regulated professional qualifications (NQF level 4). Furthermore, he is involved in policy advising on recognition. His background is from the university sector, where he worked with internationalization at the University of Stavanger. He is member of the ELCORE working group (ENIC-NARIC-network), and contributes to the Working Group on Recognition of Qualifications held by Refugees organized by the Council of Europe.

Jeannette Weisschuh is a senior leader at Hewlett Packard Enterprise with strong expertise in strategy development and program execution, especially in areas like education and digital learning. She was part of the global team to develop HP’s social innovation strategy framework for increased social impact and business relevance. Before she led Corporate Affairs for HP in Europe, the Middle East, and Africa (EMEA), focusing on social investments in education, environment and EU-related projects where she successfully collaborated with key stakeholders on a regional and local level. Under her leadership HP has received multiple awards and recognitions like the Wall Street Journal Award for an innovative education solution in 2013, the European Business Award for CSR in 2007 and “Deutsche Preis für Wirtschaftskommunikation” in 2002. Jeannette was a board member of CSR Europe from 2009-2016 and currently belongs to the board of University for
Applied Sciences of Pforzheim and is a lecturer for Responsible Business Management at European Business School in Reutlingen. Prior to HP she worked for different companies and media agencies in Germany and the USA. She earned a master’s degree in business administration and communications from the University of Pforzheim in Germany.

Ari Åberg is Senior Policy Advisor at IndustriAll European Trade Union, the voice of 7 million working men and women across supply chains in manufacturing, mining and energy sectors across Europe. Ari has been involved in the Finnish Association of Graduate Engineers TEK between 1988 and 2007 as manager and director of communications and international affairs; and again since 2010. Starting in 2007 he was director of the Finnish Trade Unions Representation to the EU, FinUnions until 2010; at the same period he has also been a deputy member of the European Economic and Social Committee EESC. Since 2014 he has been a member of ETUC (European Trade Union Confederation)’s Working Time task force, and since 2016 of the Labour and Internal Market Legislation Committee.

Ms Deborah Roseveare is responsible for the OECD’s Skills Beyond School Division, whose work spans measuring adult skills, policy-relevant analysis on the development and utilisation of skills for youth and adults, and advice to countries on building more effective skills systems at national, regional and local levels. The division also includes analysis and policy advice on building skills through more effective vocational education and training and higher education. She is also part of the Management Group of the Directorate for Education. Between 2007 and 2011 she managed teams providing policy analysis and advice to help governments develop and implement more effective policies across the education and training spectrum from early childhood through to lifelong learning. A New Zealand and British national, Ms Roseveare worked in the OECD’s Economics Department between 1993 and 2007 on a broad range of economic and social issues including human capital, fiscal policy, ageing populations, fostering entrepreneurship and structural surveillance and prepared a number of country-specific Economic Surveys. Between 1976 and 1993, she held various positions in New Zealand’s public service.

Prof. Dr. phil.habil. Ulf-Daniel Ehlers is the Vice-President of the Baden-Württemberg Cooperative State University (DHBW) in Stuttgart (Germany) and responsible for Quality and Academic Affairs in the Board of the university. He has been appointed Professor for Educational Management and Lifelong Learning at the same university. In 2016 he has been elected to the Board of EURASHE
and subsequently appointed Vice-President of EURASHE. Ulf has extensive experience in helping individuals and organisations to achieve outstanding learning achievements. He has been advising a number of ministries on educational policy throughout Europe and supported numerous international organisations in their educational initiatives and policies. He has held positions as Associate Professor in the University of Duisburg-Essen, Professor for Technology Enhanced Learning in the University Augsburg (Germany), and Associate Professor of the Graduate School for Management and Technology of the University of Maryland University College (USA). Ulf 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 created many international, European and national projects and has been President of the European Foundation for Quality in E-Learning, President of the Society for Media in Science as well as serving on advisory board to several professional associations in the field.

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### Breakout sessions & good practices (presenters only)

**Thursday 30, 13.45, 3 in parallel**

**Breakout session 1A: Where would we go from here? The Dilemmas of the Academic and Practice-orientation Strategies of Universities of Applied Science**, Balázs Heidrich, Rector, Budapest Business School – University of Applied Sciences, Hungary

Universities of applied sciences are becoming more and more accepted in higher education systems all over Europe. Previously very Humboldtian higher education systems like the Hungarian and Austrian have also introduced this institutional category. However these “latecomers” have to face the multifaceted challenge of convergence vs. divergence as compared to traditional universities. The strategic challenge here is: how much to converge to the academic-orientation of traditional universities and with the academic requirements of national regulation or how much to diverge to the ever increasing needs of the corporate world? Humboldtian systems with no formal recognition of professional higher education raise serious burdens to respond to the above mentioned questions? The seemingly ambidextrous strategic question is how to fulfill both needs? What kind of human resources are needed to respond to the
twofold challenge? What kind of organizational cultural challenges would a university of applied sciences face in such external environment?

Balázs HEIDRICH, PhD is Rector and a Professor at the Institute of Management and Human Resources at Budapest Business School, University of Applied Sciences. He used to be the Dean of the Budapest Business School, Faculty of Finance and Accounting between 2010-2016. Balázs Heidrich received his PhD from the University of Miskolc in Organization and Management. He is a visiting professor of Finnish (Tampere University of Applied Sciences), Romanian (Babes-Bolyai University Cluj), French (Université Catholique de Lille) and Indian (NMIMS) business schools and universities. He is a member of the Hungarian Academy of Sciences and Committee of Management & Organization. His research interests include cross-cultural management, organizational culture, University management and leadership. He has also been working as an OD consultant and trainer for twenty years for multinationals in Hungary and in the Eastern-European region at Human Telex Consulting.

*Breakout session 1B: Tackling the disconnect between universities, Small businesses and graduates in cities and regions*, Martin Edmondson, CEO, Gradcore, United Kingdom, Amy Ward, Partnerships Consultant, Gradcore, United Kingdom

A review of the challenges facing companies, universities and places in retaining and utilising graduate talent and remaining competitive in the face of the 4th industrial revolution. Gradcore have been trying to understand the impact of graduates on economic growth for the last decade, and have developed some key principles:

- Graduate utilisation is as important as graduate retention
- The disconnect between graduates and SMEs is two-way
- Graduate underemployment compromises productivity
- Graduates, appropriately used, create innovation and growth in businesses and economies
- Graduate recruitment processes should be designed to develop employability

Bearing all of this in mind, we asked: How can you turn a city or area into a graduate scheme, and better connect small businesses, universities and graduates, and equip them for the future? We created a pilot ‘city graduate scheme’ in 2011 in Sheffield. The scheme involves a partnership between the 2 universities in the city (University of Sheffield and Sheffield Hallam University), Gradcore and local government.

Workshop content:
• Challenges faced: Graduate retention, economic growth, skills development, SME leadership enhancement and upskilling
• Outline of the model: Creation of a city wide brand, graduate recruitment methods for hundreds of SMEs and multiple universities through one single process
• Results: How we have made more than 6000 graduates more employable, supported more than 300 SMEs and generated a £6:1 return on investment for the local economy
• Lessons learned: Case study on applying the model in a second city with a different economic context. Learning on how this might apply in particular to areas such as digital skill shortages and future economic changes.

Martin is the CEO and founder of Gradcore, a social enterprise focused on graduate employment and employability and over the last decade has led a wide range of projects with universities and businesses. These include running global graduate schemes for a range of large employers, delivering employability performance improvement in universities, and chairing the UK and European Graduate Employment Conferences. He also helped to establish, and still delivers, the award winning RISE ‘city graduate scheme’ in Sheffield. Martin was a member of the steering group for the ‘graduate recruitment in SMEs’ report for the UK government and has spoken regularly at conferences across the UK, Europe and US.

Amy is a Partnerships Consultant at Gradcore and leads a range of projects focused on early talent and employability. Prior to joining Gradcore Amy was part of the professional services team which opened Loughborough University’s innovative London campus, based on the Queen Elizabeth Olympic Park. Her role as Senior Support Officer: Stakeholder Engagement and Employability included student support and creating a Student Ambassador Scheme to enhance the student experience and support UK, EU and international recruitment activities. Much of her time at Loughborough was spent working to develop an ‘Enterprise Through the Curriculum’ initiative. This included collaborating with stakeholders in industry to provide work-related experiences and opportunities entwined throughout the curriculum, to enhance students’ personal, professional and entrepreneurial development. Amy graduated from Loughborough University with a first class honours in Social Psychology and went on to be elected as Vice President of Loughborough Students’ Union for Education. She is currently completing a MSc in Work Psychology.
Good practices I:

IUT of Nantes and the Factory of the Future / Industry4.0 in machining / Cyber Physical production System, Olivier Cardin, Assistant Professor, Mathieu Ritou, Assistant Professor, Victor Godreau, PhD student, Fabrice Brau, Engineer, Sebastien Le Loch, Assistant Professor, Benoit Furet, Professor, University of Nantes, France

The Institute of Technology of Nantes University develops many Industrie4.0 activities, from the manufacturing process to the production activity control. This contribution aims at presenting a full scope of those activities: design, control and manufacturing. The general objective of the Institute is to train graduate and undergraduate students from Bachelor to PhD on several industrial fields: Logistics, Mechanical engineering, Materials science, Energy management and Electronics. The teaching is based on the use of many experimental platforms in a shopfloor of 1500 m².

Examples of European or National research projects will be presented together with industrial transfer and education activities. These include: practical works of robotics and vibration monitoring for undergraduate students; datamining in manufacturing with the support of EmmaTools; use of robotics in classical and additive manufacturing; machine learning and advanced PLM; implementation and evaluation of Cyber-physical Production Systems on a digital factory experimental platform. An insight about the integration of digital technologies in future design methodologies will also be presented: digital composite manufacturing platform, concurrent engineering with 3D Experience, Bring Your Own Device design platform and a multidisciplinary 3D design platform.

Dr Olivier Cardin is currently assistant professor in the University of Nantes, where he teaches robotics, discrete-event simulation and automated production. He received his PhD in automatic control from the University of Nantes in 2007. He is also member of the LS2N-CNRS, Nantes, France. His research interests are in the area of production activity control of flexible and agile manufacturing systems. He is a co-chairman of workgroup IMS² “Intelligent Manufacturing Systems and Services” in the CNRS French research group MACS.
Thursday 30, 15.00, 3 in parallel

Breakout session 2A: Academic Planning, New Programs, Industry Partners and the 4th Industrial Revolution – One institution’s experience innovating for more student success, Elka Walsh, Director, Institutional Planning and Analysis, Southern Alberta Institute of Technology, Canada, Brad Donaldson, Vice President Academic, Southern Alberta Institute of Technology, Canada

To remain competitive in the 4th Industrial Revolution, industry must adapt quickly. To remain relevant to students, society and employers in this changing environment, higher education institutions must also transform. The Southern Alberta Institute of Technology (SAIT) just celebrated its 100th anniversary, and with input from strategic business partners, is actively adjusting its long standing planning processes to ensure close alignment to the rapidly changing economy. With over 10,000 industry partners, and 49,000 students in science, technology, engineering and math (STEM) focused programs and courses, SAIT has a new strategic plan and academic plan, and is focusing on diversifying its program mix, deepening and broadening industry partnerships, innovating in applied education, and growing applied research. The path has not been easy as the characteristics of the 4th Industrial Revolution are still morphing. To ensure ongoing communication, SAIT adjusted its entire planning processes. The Board of Governors annual retreat now considers trends associated with the 4th Industrial Revolution and how to position the institution; the President hosts a bi-annual roundtable with industry to understand their changing workforce needs; the new Academic Plan ensures all academic areas are considering innovative multi-disciplinary programming opportunities, skills and delivery modes. This workshop introduces participants to SAIT’s new planning approach, including lessons learned. Participants will engage in work groups to critique aspects of SAIT’s approach and share their own institution’s efforts to adapt. Participants will receive a summary of the discussion after the conference.

Dr. Elka Walsh is currently Director, Institutional Planning and Analysis at the Southern Alberta Institute of Technology in Calgary, Canada. Elka has over fifteen years of experience as a senior leader in postsecondary education. Elka has taught at Humber College, Canada and McMaster University, Canada and was a senior policy advisor to three Ministers of the Ontario Government. Elka is active in her community serving on the Board of the Calgary West Central Primary Care Network where she also chairs the Finance and Audit Committee. She is a member of the United Way of Calgary’s Campaign Cabinet and advises on the United Way’s All-in-for-Youth program. Elka holds a PhD in public policy from McMaster University (2007), a Master’s degree in Political Science from McMaster (1997), and an Honours BA from the University of Toronto.
Breakout session 2B: Employer led curricula - degree apprenticeships in England, Conor Moss, Director of Education and Employer Partnerships, Sheffield Hallam University, United Kingdom

This session will share experiences from England on the development of employer led curriculum through the development of degree apprenticeships. Sheffield Hallam’s early engagement in Higher and Degree Apprenticeships (HDA) for the engineering, construction, digital and health sectors has transformed our employer portfolio.

The session will explore the importance of collaboration between employers, quality assurance, commerical and Faculty in the development and delivery of employer led degree apprenticeships.

In summary the session will cover the following:
What are degree apprenticeships?
Why are SHU engaging in higher and degree apprenticeships?
How do they operate and how are employers involved?
How have we developed systems and processes and engaged staff?
Some reflections on ongoing challenges for HEIs.

Conor Moss is Director of Education and Employer Partnerships at Sheffield Hallam University, United Kingdom. He has 15 years in academia specialising in strategic management, leadership and organisational development. Conor has extensive experience developing successful educational partnerships with both the private and public sectors. He is committed to working with employers to break down the barriers between university and business and on creating employability and employment opportunities for students to flourish and grow. Conor is passionate about working with employer and education partners to provide learners with access to higher-level skills, regardless of academic background or career stage; he has pursued this passion in both professional and personal life and represents the university in a number of forums.

Good practices II, consecutively:

Updating curricula in response to labor market needs, Assist. Prof. Ekaterina Arabska, Ph.D, Prof. Eng. Dimitar Dimitrov, Ph.D., Prof. Mariana Ivanova, Ph.D., Assoc. Prof. Patricia Georgieva, Ph.D., Assoc. Prof. Petar Petrov, Ph.D., University of Agribusiness and Rural Development (UARD), Bulgaria

The good practice presents the results from the implementation of the project “Updating curricula in University of agribusiness and rural development (UARD) in response to labor
“market needs” carried out by UARD under the Human Resources Development Operational Program 2007 – 2013 in Bulgaria, co-financed by the European Social Fund of the EU. The main purpose of the project was curricula development for acquiring knowledge, skills and competences to raise the quality of training and the employability of students. The project method was based on need analyses and inclusion of business/employers representatives in identifying key skills and competences needed by the graduates. This enabled the project team to develop a new, competence-based approach to the design of programs, tools for program design and teams of the university departments in updating existing curricula. The project main outcomes included new and updated curricula with the active participation of employers, and more open and transparent process of program and course monitoring. This led to an improved quality assurance of program design and approval across departments and the institution as a whole. One of the project side effects has been the improved student participation in internships in companies which was also connected to the project on student practices and internships continuing in the new program period 2014-2020 too. The project experience helped us better understand the advantages of competence-based approaches to development of university curricula and to apply them successfully now. The practices could be transferred to other institutions in order to be implemented, further developed and improved.

Ekaterina Arabska is Vice-Dean of the Faculty of Economics and Management at University of agribusiness and rural development – Plovdiv, Bulgaria (UARD). She holds a Ph.D. in Administration and Management and her experience includes head of National and international projects department (UARD), training and career development, scientific and research activities.

Strategic partnerships and building a consortium of Universities of Applied Sciences: the good practice of the Urban Research and Education Knowledge Alliance (U!REKA), Erik van den Berg, Senior Policy Adviser Internationalisation, Amsterdam University of Applied Sciences (AUAS), Netherlands

This good practice will share insights and experiences of building close-knit international partnerships. The Amsterdam University of Applied Sciences took the initiative to found U!REKA to enhance the quality of applied sciences and professional education. Collaboration between the six U!REKA partners will focus on an urban agenda of smart cities, innovating regions and a triple helix approach. This good practice will center on conceptual and operational challenges
Erik van den Berg, Ph.D. is Senior Policy Adviser Internationalisation at the Amsterdam University of Applied Sciences in The Netherlands. He is responsible for the AUAS internationalisation strategy and building the Urban Research and Education Knowledge Alliance (www.ureka.eu). He is also working on international aspects of applied research policy. Erik is an experienced higher education professional in the fields of internationalisation, strategy and research policy and has been working at the Tinbergen Institute and at the Fulbright Center as director of advising. An historian by training, Erik has also extensive academic teaching and research experience with a focus on US politics, history and culture. He holds a Ph.D. in History from Leiden University in The Netherlands.

Thursday 30, 16.45, 3 in parallel

**Breakout session 3A: Applied Universities as Platform-Based Innovation-Hubs**, Hannes Raffaseder, Authorised Signatory and Head of Research and Knowledge Transfer, St. Pölten University of Applied Sciences, Austria, Gabriele Permoser, Assistant to the Management Board, St. Pölten University of Applied Sciences, Austria

Amongst the most influencing effects of digitalization is a shift from product to platform-based companies. Instead of selling products, organizations such as Google or Airbnb establish multi sided platforms to manage relationships with various stakeholders and enable direct interactions between them. These transitions have a major impact on business models and workflows as well as everyday life as part of a new digital culture.

Universities have been regarded as product-based providers of education and research offering courses and degrees to students as well as scientific papers and other research outcome to industry and society. However, they have strong potential to act as platform-based innovation hubs providing a vehicle for smart individuals from different disciplines and a diverse variety of institutions to interact with each other. Finding overlaps between different needs is key to sustainable success and interdisciplinary skills, creativity and collaboration are core competences to keep up with an accelerating digital society.

While an inside-out approach is in general more difficult for the industry, universities tend to have problems with outsiders engaging in academic activity. Thus, HEIs not only have to develop
competence profiles of study programs and research on digital topics, but have to re-think their missions and strategies to become consistent with a digital society.

The breakout-session promotes a shift into platform-based innovation hubs. After a short overview of related theory, major challenges are discussed. Participants share ideas and approaches to manage relationships with various stakeholders and enable direct interactions between them in order to implement a “digital culture”.

Hannes Raffaseder studied communication engineering and computer music in Vienna. For almost 20 years he has been working as a lecturer and researcher in the fields of audio and sound design, sound and music computing and sonic perception. He initialized and headed several research projects and has published scientific papers. The 2nd edition of his educational book “Audiodesign” was published by Carl-Hanser-Verlag in 2010. At St. Poelten University of Applied Sciences he has been professor for audio design, was Head of the master-course in Digital Mediatechnology and the ICM/T – Institute for CreativeMedia/Technologies (http://icmt.fhstp.ac.at) as well as chair of the academic board. Since 2014 Hannes is member of the management board. As an authorised signatory he is responsible for research, knowledgetransfer, internationalisation and development of study programmes. In addition to his academic career Hannes Raffaseder succeeds as composer and media artist.

Gabriele Permoser has studied political sciences and has a master degree from the University of Vienna. During her studies, she focused on higher education and research policy. From 2010 to 2013, she was programme manager of the Vienna International Post-Doctoral Programme of Molecular Life Sciences at the Max. F. Perutz Laboratories, a joint venture of the University of Vienna and the Medical University of Vienna. Since 2013, she is working at the St: Pölten University of Applied Science. As assistant to the management board, she is focusing on the development of study programmes, research, innovation and knowledge transfer as well as internationalization.

**Breakout session 3B: Work Based Learning Partnerships between Higher Education Institutes and External Employer Organisations**, Oran Doherty, Regional Skills Manager, North West Ireland, Department of Education and Skills, Ireland

Higher education institutes (HEIs) and external employer organisations are increasingly recognising the benefits of engaging in work based learning (WBL) partnerships. WBL partnerships involve colleges and universities collaborating with an employer (or group of employers) in the design and delivery of an academic programme. The learners are normally employed in the employer organisation and the programme addresses the needs of the employer and employees. Traditionally colleges and
universities addressed the needs of those seeking employment but now need to consider the needs of those in employment, because of an increasing emphasis on knowledge, changing work conditions, new work requirements and an extended working life.

Not only is WBL beneficial to the employer, employee and the HEI, but the State can also gain through improved economic performance. However, significant challenges associated with this form of engagement has meant such partnerships are not as widespread as they could be. The purpose of this workshop is to consider the challenges presented to both the employer and HEI and to make recommendations to improve the experiences of the three stakeholders (employer, HEI and employee/learner). The breakout session will present numerous practical steps the HEI and employer organisation can take to ensure a successful WBL partnership. This interactive workshop will examine best practice in relation to programme design, delivery, assessment, coordination and evaluation. A number of sample WBL programmes will be considered throughout the session. Workshop participants will be expected to contribute by identifying challenges and facilitators in relation to WBL partnerships and sharing best practice ideas.

This interactive workshop will involve the audience participating by identifying barriers and facilitators to higher education institutes and external employers collaborating in work based learning partnerships. Practical examples from a number of different disciplines will be provided and workshop participants will be encouraged to share examples.

Oran Doherty is employed by the Irish Department of Education and Skills as the Regional Skills Manager for the North West of Ireland. This position involves supporting collaborations between industry and training & education providers. Prior to this, Oran was employed as the work based learning (WBL) Coordinator at Letterkenny Institute of Technology (LYIT) engaging with local, national and international employers in the design and delivery of WBL programmes. His new position involves supporting a number of training and education providers (including LYIT) collaborate with industry. Oran is currently completing a professional doctorate in business administration (DBA) with Northumbria University. This research examines how WBL partnerships can be enhanced by a deeper understanding of organisational culture. Many of the findings from this study will inform this workshop. In recent years, Oran has delivered WBL workshops and presentations throughout Europe and has provided consultancy to employer representative bodies and universities considering WBL partnerships.
Good practices III, consecutively:

Career services/Journey to the future starts today!, Raimonda Agnė Medeišienė, Head of Project department, International Affairs Coordinator Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania, Elinga Noreikaitė, Image building project manager, Assistant at Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania

New Strategies for Working Life Collaboration is a two-year project (09/2014 – 08/2016) which aim is to create new strategies for efficient collaboration between the working life and educational institutions. It has come to grips with six topics: advisory boards, internships, alumni, serving society, project assignments and career services. There are 6 educational institutions from 4 countries involved in this project: Finland, Iceland, Lithuania and Estonia. The good practice includes the experience of the team of Tallinn University of Applied Sciences that is responsible for one of the topics of provision of career services. Therefore, the main attention has been redundant to that field. It brings together the theoretical background, related works, conducted survey and description of the best practices. The project team of TTK UAS examined the needs and strategic importance of career services for students in higher educational institutions. Education can undoubtedly be considered an important influence on the process of entering the labour market, as well as on the development of the early career. The project team appoints Job Shadow Day and Career Day as the best practices in the field of career services. In addition to Job Shadow and Career Days there are elective subjects in curricula of TTK UAS: personal development, teamwork, planning – topics which support students’ career planning.

Coordinator of the project “New Strategies for Working Life Collaboration” (No. NPHZ-2014/10017) financed by Nordplus Horizontal. Raimonda Agne Medeisiene recently works for Vilniaus kolegija/ University of Applied Sciences, Faculty of Arts and Creative Technologies as Head of Project department, International Affairs Coordinator and lecturer. She is interested in using applied theatre methods for development of management’s moral competence and organizational sustainability, since she has following international work experience: 1. University of San Paolo (Brazil), School of Communication and Arts (ECA) Researcher; lectures/seminars on applied drama methods, multicultural communication, creativity (2012-2013) 2. The University of Chester (UK), Faculty of Education and Department of Performing Arts. Researcher and assistant prof. Allan Owens, responsibilities: Lectures
and seminars on applied drama methods, multicultural communication, research in project „Working with Diversity” (2010-2012).

Elinga Noreikaitė is the designer of the e-book “New Strategies for Working Life Collaboration” which was the final outcome of the Nordplus Horizontal project (No. NPHZ-2014/10017). She is recently taking a role of an Image building project manager in Vilniaus kolegija/ Vilnius University of Applied Sciences being responsible for the communication and identity projects. She is also giving lectures at Faculty of Arts and Creative Technologies, Graphic Design course. Elinga has been recently designing open badge systems which are digital tool to indicate accomplishment, skills and quality NGO project’s members gained (Lithuania, Norway, the Netherlands). Elinga has been also a chief editor and the designer of the independent international magazine for youth „Idiot Mag“ (Lithuania – Portugal). Concentrated on the design, Elinga is looking for different opportunities to create and develop interdisciplinary projects based on creativity and collaboration.

Focusing on innovation competencies – examples of successful projects with the help of EU co-funding, Liisa Kairisto-Mertanen, Dean, Turku University of Applied Sciences: TUAS, Finland

Dr Liisa Kairisto-Mertanen (Turku University of Applied Sciences: TUAS) is dean at the faculty of technology, environment and business. Prior to joining the university she served in business life both in sales and in product management. She received Dr.Sc. in marketing in year 2003. Her special interests are in developing sales education both in the field of business administration as well as in the field of engineering in Finland. As a dean she has strongly contributed to the development of cross-disciplinary pedagogy and studies in her faculty. Currently she is very much involved in the development of a new pedagogical approach called innovation pedagogy about which she has published in many domestic and international forums.

Friday 31, 9.30, 3 in parallel
Breakout session 4A: Higher Education for learning and skills development 4.0, Raimund Hudak, Head of research & labs, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany, Anna Frankenberg, Scientific Project Manager, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany
To be prepared for digitization, it is obligatory to combine the understanding of theoretical foundations with the ability to develop practical solutions and products. Mediation of hybrid qualifications and skills is on the rise. Work society is in constant change. Consequently the education sector has to change constantly in order to adapt to those changes. So a close link between HE and the world of work is getting more and more important focusing on PHE. Changed societal demands and values play also an important role in both the world of work and PHE – individual development is vital. So how can the expectations from an individual, the world of work and from education be understood and met today? How can these three important players come together in times of 4.0? A big step to solve the issue is tried by the Erasmus+ project “Boosting European Exchange on Higher VET/PHE and Employer Involvement in Education Structures”. The BEEHiVES project is designed to address cooperation and collaboration barriers and best practices in the strategic partnership triangle – HVET/PHE institutions, employers/labour markets and students – to contribute to the development of skills relevant to labour market needs and equip students with the knowledge and skills relevant for their long-term employability, entrepreneurship and personal development. The best practice of cooperation so far is the Cooperative State University Baden Wuerttemberg with their dual study system combining theory and practice throughout a study programme. Important are the set policies by the state government’s education laws to implement the world of work and students in the Commission for quality assurance and expert commission of the DHBW, as well as being members of the Senate.

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 Cooperative State University Baden-Wuerttemberg Heilbronn in the European-wide research projects such as HAPHE and BEEHiVES. 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.

Anna Frankenberg (M.A.) has been working as a research assistant and lecturer since 2012. She has been at the DHBW Heilbronn since October 2014. Anna has experience in national and international project management in different fields at the moment with a focus on higher education.
**Breakout session 4B: ALUMNI power**, Raimonda Agnė Medeišienė, Head of Project department, International Affairs Coordinator Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania, Elinga Noreikaitė, Image building project manager, Assistant at Faculty of Arts and Creative Technologies, Vilnius University of Applied Sciences, Lithuania

1. **PRESENTATION:** “Alumni - direct connection between Educational institution and working life”
   a/ E- Book “New Strategies for working life collaboration”. Final result of Nordplus Horizontal project.
   b/ How alumni are seen and involved in collaboration. Experience of Lithuania, Estonia, Finland, Iceland.

2. **WORKSHOP:** “The best strategy working with alumni” Creating strategies for alumni communication.
   1. Spliting in the groups based on the main study program (applied sciences, humanitarian studies, art studies) and creating the alumni communication strategy
   2. Representing results and the toolbox
   3. Conclusions

Coordinator of the project “New Strategies for Working Life Collaboration” (No. NPHZ-2014/10017) financed by Nordplus Horizontal. Raimonda Agne Medeisiene recently works for Vilniaus kolegija/University of Applied Sciences, Faculty of Arts and Creative Technologies as Head of Project department, International Affairs Coordinator and lecturer. She is interested in using applied theatre methods for development of management’s moral competence and organizational sustainability, since she has following international work experience: 1. University of San Paolo (Brazil), School of Communication and Arts (ECA) Researcher; lectures/seminars on applied drama methods, multicultural communication, creativity (2012–2013) 2. The University of Chester (UK), Faculty of Education and Department of Performing Arts. Researcher and assistant prof. Allan Owens, responsibilities: Lectures and seminars on applied drama methods, multicultural communication, research in project „Working with Diversity” (2010–2012).

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Concentrated on the design, Elinga is looking for different opportunities to create and develop interdisciplinary projects based on creativity and collaboration.

Good practices IV, consecutively:

Virtual Classroom as a method to keep in touch with your students during the externship, Prof. (FH) Kurt Hoffmann, Vice Director of Studies in the International Business Studies program, FH Kufstein, Austria, Diane Freiberger, Vice Rector FH Kufstein, Austria

The situation which was the trigger for the good practice we present as a contribution to the conference was the need, to get in contact with our student during the externship and to provide them with necessary content for preparing their final thesis. At the University of applied sciences Kufstein we send all our students abroad for one term and also in an externship. During the absence of the home university it is important, that we still be in contact with our students. After staying abroad students have to design and finalize their Bachelor thesis. We recognized the lack of contact hours. On the one hand this creates a lack of necessary content we want to give them before they do the thesis and on the other hand, students need time to find back to the home university and this causes a time lack for working on their thesis. The question we were facing was, how can we make sure to provide the necessary content and how can we be in relations to our students. Therefore, we design a virtual classroom session. Subject oriented objective of the course is, to train students in transferring practice experience into theory. The learning outcome of the course is, that students are able to understand the formation of theories, can reflect and evaluate them and have a comprehensive understanding about the issue, so they can apply theories in a useful way (e.g. in the Bachelor thesis). The course design was based on Merrill’s four phases of learning on:

- Activation of prior experience (getting practice experience during the externship, passing the course academic writing),
- Demonstration of skills (present comprehensive group paper about informations of the topic theory of science),
- Application of skills (Writing an individual paper as a conclusion of the findings about the theory of science and the input out of the practical experience),
- Integrations of these skills into real-world activities (Basic of Exposé of the Bachelor thesis).

The course is a full online course at the LMS “moodle”. Different features like group forum, chat room, web conferences, data storage support the course lessons.
As Vice Director of Studies in the International Business Studies program at FH Kufstein, a University of Applied Sciences in Austria, he is engaged in teaching as well as in managing the whole study program. His main topics in teaching are accounting, production and logistics. Alongside his interests in teaching as well as research is learning and teaching with new media. In early life he was employed as a product manager of lighting fixtures and sales representative for technical lighting facilities.

At present, Mag. Freiberger, MBA is the Vice Rector at the University of Applied Sciences Kufstein Tirol and in this role responsible about topics to study and teaching. Furthermore she is the Head of the Quality Department and the Department of Postgraduate Education at the University of Applied Sciences Kufstein Tirol. She is responsible for national and international accreditations, as well as the entire quality and process management at the university. She is also a member of university management board. Beforehand, Mag. Freiberger worked as a Project Manager at the AQA, Agency for Quality Assurance and Accreditation Austria in Vienna, and was responsible for national and international institutional evaluations, accreditations and quality audits for higher education institutions (HEIs).

Teaching Programmable Logic Controller with 3D virtual production line, Florence Lecroq, Senior Lecturer, IUT, Normand Le Havre Université, France, Jean Grieu, Senior Lecturers IUT, Normandie Le Havre Université, France

Today, the fourth industrial revolution is underway. Factories become global networking systems. Industrial production centers are equipped with fully automated, flexible and interconnected units. Machines communicate with each other, without human intervention. Big Data massively produced and collected by various components on the production line allow replicating virtual parts of this chain in order to generate simulations of process or tests. With these new training tools, technicians can familiarize themselves with working environment and understand complex procedures. This approach can even be used to facilitate repairs and predictive maintenance. Virtual Reality will be one the crucial points and key factor of success of the Industry 4.0.

Considering this context, we built a syllabus on PLCs (Programmable Logic Controllers) using 3D virtual operational parts for teaching. The use of 3D environments by students for learning will be developed in this presentation. Our students are in Electric and Industrial IT Department of the IUT (INSTITUTE OF TECHNOLOGY). For the virtual operational parts, we use software
which simulates various virtual operational parts. This software uses the technologies of video games. Our students, “digital natives”, quickly understand the functioning of the system. They work on real PLC, with the professional software they will encounter in industry. The real inputs and output of the PLC are connected to a device which collects the real information and orders, which return to the PC via USB to act in the simulator. The programs carried out by the students manage directly the real PLC inputs and outputs. The actions are immediately visible on the screen where is posted the simulator of operational parts. The students see in real time the results of the program, boxes moving on the various conveyors.

In 1990, Florence LECROQ began her research career with a Phd on underwater acoustics. Her research in acoustic scattering took place in a CNRS laboratory at the University of Le Havre. Now, she works in the laboratory of computer science of the University of Le Havre (LITIS) and is interested in the use of technologies for virtual and augmented reality applied to education. In addition to his work as a researcher, she leads her teaching career at the IUT of Le Havre. Her teaching areas focus on industrial computing for PLCs applied to the industry 4.0.

Friday 31, 11.15, 3 in parallel

*Breakout session 5A: Big Data STEM Education: “The Skills key”,* Maria Begoña Peña Lang, Professor and Researcher, University of the Basque Country, Spain

A research to ensure success in learning by developing and implementing BigData Education and Learning Analytics in STEM (Science, Technology, Engineering and Mathematics) Centers with monitoring both in the college stage, as in the corporative world.

We believe that learning should be an uninterrupted continuous pathway through different stages of development of the person, from school to the company, passing through the University. Under this prior consideration, our primary objective will be to actively collaborate with all those agents who necessarily must intervene in this long journey, Lifelong Learning, thereby seeking to break the usual lack of communication between them.

To achieve this objective, we intend to weave a powerful and effective network of synergetic connections that benefit the individual in both its academic and professional career, as well as the various agencies, institutions and companies that will give it impulse.
At present, I’m a guest researcher at NTNU-Norwegian University of Science and Technology-Big Data and Knowledge Management Research group and working as a Professor and Researcher in the Department of Organization of Business, University of the Basque Country-University School of Engineers of Bilbao. Research fields: Quality at universities through ICT: Learning Analytics, Big Data, Mining Data... I am the Managing Director of 5 Research project in different European companies through EUSKOIKER-Link Agency between University of the Basque Country and schools. One of them: “School Renewal Process” recognized as Best Practice at New Education Forum, 2016 by European Commission for Education, Culture, and Multilingualism and Youth. Nowadays, I’m the Managing director of CIIC-International Center on Continuous Innovation www.ciic.eu. I have already done and I am currently doing different Projects on Educational innovation and management. I am also acting as a coordinator of Comenius with several institutions, including: University of Nottingham, Georgetown University, North China University of Technology (Beijing), Mondragon Unbertsitatea, Wertingen Gymnasium-Gobierno Bavaro, the University of Deusto, Liceo Scientifico Statale Italian and the Maltese Government.

**Breakout session 5B: Project Proposals’ Assessment and Evaluation: The Point of View of the Evaluator, Nina J Zugic, British Council Consultant (Education & Project Development) & European Commission Evaluation and Assessment Expert**

Rationale: Assessment and evaluation requirements are vital to the success of a project proposal. Expertise of each member of the Consortium, clear objectives that are corresponding the outcomes, and robust implementation of the work plan are the key elements for addressing the Excellence, Impact and Implementation criterion of HORIZON 2020 project proposal evaluation.

Learning Objective(s):
- To introduce Project Proposals’ Assessment and Evaluation Criterion
- To develop better understanding of the Assessment and Evaluation process
- To share good practice of successfully funded projects

Overview: This workshop will assist attendees in the analysis of project proposals’ assessment and evaluation process.

Abstract Details: This workshop will use samples of successfully funded HORIZON 2020 project proposals to showcase the assessment and evaluation process. The Evaluator’s point of view will help attendees understand the process better. Attendees will identify its personal/future proposal development needs, in a form of a group exercise. Attendees will be also encouraged to transfer this
knowledge in developing its own proposals, involving Universities of Applied Sciences and other PHE institutions.

Workshop Interactivity: Workshop will be interactive, with examples, case studies and group exercises.

Dr Nina J Zugic is internationally recognised educationalist, specialised in developing multidisciplinary project proposals, project proposals’ assessment and evaluation, and findings related to the integration of learning, education, industry and applied sciences and arts. Whilst working for The Institute of Education, University of London, Nina pioneered Personalised Learning, which offers the right skills at the right time within a Higher Education setting, research and/or work environment, as well as within the context of the Future Cities. Currently, Nina works as a Project Development Consultant, European Commission Evaluation and Assessment Expert, is involved in the PROCSEE Project as an International Expert and is on the Advisory Board of the HORIZON 2020 funded MARINA Project. Prior to this, Nina was Learning and Skills Network (LSN Learning) Associate and was heavily involved in designing, developing and evaluating the UK Government funded programmes, including Functional Skills, Apprenticeships and Higher Education, and Building Schools for the Future (BSF). Nina’s academic credits include an MA in Education and a PhD in Professional Development and Technology-Enhanced Learning from the University of London.

**Breakout session 5C: The smart factory with part production concept in higher education, Gorazd Rakovec, lecturer at Higher Vocational College and consultant, Slovenia**

The 4th industrial revolution caused the formation of the new science. In Germany, the new science was named Industry 4.0. The new jobs with the titles: Architect Industry 4.0 (or digitalisation, Internet of Things ...), Consultant Industry 4.0, Engineer Industry 4.0, etc are created. On the technical schools arising new objects of Industry 4.0.

A short description of the business model, which brings significant upgrades across all the business functions, is done. The interaction block diagram of the manufacturing and logistics CPS (Cyber Physical Systems) is drawn and described.

The factory of the 4th revolution called the Smart Factory is the synthesis of the 3rd Industrial Revolution systems with the upgraded process feedback loop. The new system - Smart factory is built of the basic units - islands and IIoT systems, which are the synthesis of manufacturing, handling, assembly, logistic and control, machines, tools, products, PLM-CAx systems, ERP, MES, SCADA and Process systems. The biggest novelty in production is decentralised logistics of products which navigate themselves. The biggest advantage of the Smart factory is the ability, that staff can learn the processes much
better. The longer they learn, more they know and more added values they produce. Therefore, the Smart factory is built for the people who work to seventy years of age and older and every day will be smarter.

M.Sc. Gorazd Rakovec, B.Sc. is a private consultant for digitalization of production and logistics and also a lecturer on the Higher Vocational College in Slovenia. He started his career as a young researcher in the field of automation and continued his work in big companies Litostroj and Iskra in the area of product development. More than twenty years he is working as a consultant on the digitalization of production and logistics in the parts production. More than ten years he is working with the German global pioneer and leader. He processed the experiences of digitalization in the school object and more than ten years he is teaching partly at Higher Vocational College.

Friday 31, 13.45, 3 in parallel
Breakout session 6A: A broader perspective for the EHEA, Hans Daale, Manager Leido, Netherlands

The ‘market’ for education providers at the higher levels is changing. That process has not ended yet... it just has started. Of course, there are the formal degrees in the European Higher Education Area. But since the introduction of the European Qualifications Framework in 2008 more and more member states are using a National Framework (NQF) for linking other types of qualifications to their higher levels. HE cycles can be linked automatically to them (levels 5 till 8 of the EQF), as formal education. But providers of non-formal qualifications can have them recognized by a ‘national coordination point’, looking at the learning outcomes at a certain level. The most interesting case is the position of VET providers, offering qualifications by using work-based learning. Those programs can be designed close to the actual needs of (dynamic) sectors of the labour market, based on certain types of professions. But the market for so-called Business Academies is also growing, offering tailor-made programs for companies. They are able to have more status by mentioning the NQF level on the diploma or certificate. Besides that, apprenticeships are being seen in several countries as a solution for growing rates of youth-unemployment, stimulated by the government by having agreements with employers’ organizations. One of the consequences of these developments is the emergence of new types for diplomas, also international, at a level equivalent to 5 or higher of the EQF. What does this mean for Higher Education Institutions, like a UAS? Should they also shift their focus to the provision of non-formal education, by broadening their ‘port-folio’ of qualifications?
In this breakout session, a glimpse into the future of lifelong learning...

Hans Daale is general manager of LEIDO, an independent network in the Netherlands, involved in lifelong learning. One of the most important tasks of LEIDO is to organise national and international seminars and conferences about developments in higher education, in cooperation with all stakeholders (ministry, accreditation body, inspectorate, employers’ organisations, and so on). Outcomes of the activities are being used for newsletters, reports and memos, to be send out to more than 1500 members of LEIDO, being in that way ‘a voice from the work floor’. His last formal position was Dean of Faculty in the HES Amsterdam School of Business (until 2005). He was also a Project manager in the University of Applied Sciences of Amsterdam (until 2007). Since 2013 he is chairing CHAIN5, the community of practice for level 5. This means that he is also involved in European projects concerning this EQF level. Hans Daale is a member of the EURASHE Working Group on Employability and Lifelong Learning.

_Breakout session 6B: Working with British partners after “Brexit”, Alan Sherry, Chair of the Colleges Partnership/WoSCoP, United Kingdom, Dugald Craig, Interim Chief Executive of the Colleges Partnership/WoSCoP, United Kingdom_

Objectives:  
To explain the implications of Britain leaving the EU  
To reinforce Scotland’s position in the context of “Brexit”  
To look at how partnerships may be maintained and extended in the context of “Brexit”

Questions:  
1. Does the UK leaving the European Union mean that there will be significantly less opportunities for institutions in other countries to partner with their peers in the UK?  
2. Will the UK refrain from participating in the EQF?  
3. Will the UK’s participation in international cooperation such as through EURASHE be reduced by the former’s exit from the European Union?

Alan Sherry became Principal of Glasgow Kelvin College on Vesting Day 1 November 2013, having previously held the post of Principal at John Wheatley College in East Glasgow for almost three years. Alan was an original member of staff when that College was established in 1989, the only new FE college opened by the former Strathclyde Regional Council. He first became an Assistant Principal in 1991 and was involved in the development of the Curriculum, the Estate and services to support the learner. Prior to taking up post as Principal, Alan was an Education Scotland Associate Assessor
for a number of years. He has been involved actively in a range of national widening participation initiatives over the years and is one of the College Principals’ Group representatives on the Scottish Funding Council Access and Inclusion Committee. In addition, he is a member of the SQA Inclusion Committee. Alan sits on the boards of a number of community based organisations in North East Glasgow including the Glasgow East Arts Company and Bridgeton Community Learning Campus. As chair of West of Scotland Colleges’ Partnership (WoSCoP), Alan works with member colleges to ensure that European Union resources are used to support learners and staff in the college sector. He was elected to the EURASHE board in April 2016 and has participated in a number of seminars hosted by the European Commission on Vocational Education and Training. Alan represents the Glasgow Colleges’ group on the Glasgow Community Planning Partnership Senior Officers’ Executive Group and is a member of the North East Sector Community Planning Partnership Board.

Dugald has worked in European and transnational programmes and projects for more than 25 years. In his current role as Interim Chief Executive with the West of Scotland Colleges’ Partnership (WoSCoP), he is responsible for providing expert support and advice to WoSCoP’s member colleges of further and higher education on European policies, priorities and programmes that are relevant to student and staff mobility, international cooperation and modernising the curriculum. There are 27 publicly-funded colleges in Scotland: 10 of these are associated with the University of the Highlands and Islands, 1 is an adult residential college and the 16 others operate in the 12 college regions outwith the Highlands and Islands. WoSCoP’s membership, currently, comprises 6 of the latter colleges which deliver one-third of the sector’s total provision. All of WoSCoP’s member colleges hold Erasmus Charters for Higher Education. In addition to his role with WoSCoP, Dugald represents the interests of the Scottish college sector on a range of national advisory, consultative and policy groups — for example, the national advisory group for the EU’s Erasmus+ Programme, the UK Sector Consultative Group for Vocational Education and Training and the Scottish Bologna Stakeholders’ (Process) Group. He has, also, provided expert advice to the European and External Affairs Committee of the Scottish Parliament and Ministers in the Scottish Government on improving Scottish engagement with European programmes. The evolution of his career, prior to joining WoSCoP, includes four years working in Brussels as Head of Technical Assistance for the Socrates II programme, and some 20 years in the operational and strategic management of publicly and privately funded services in lifelong learning; professional, technical and vocational education; short-cycle higher education; economic development; prison education; language learning; adult education; international projects; and careers guidance in various parts of the UK.
Good practices V, consecutively:

*Learning from Industry: An Industry Sourced Platform for Academic Quality Assurance Processes*, Barry O’Connor, Registrar and Vice President for Academic Affairs, Cork Institute of Technology, Ireland

A Dynamic and Integrated Evaluation and Reporting Process (DIERP) is proposed to address some of the current questions in Academic Quality Assurance (AQA). The proposed platform would enable a more integrated and consistent approach to AQA across the full spectrum from the learner and academic practitioner, through Higher Education Institutions (HEI) to national and international quality and accreditation agencies. While the questions which form the basis of the academic review process are numerous, they are indeed a finite number. Hence they can be structured in a coherent way. Supported by off-the-shelf interpretative tools, the products in many cases of industrial process control/ validation developments, a new template can be put in place to support a coherent approach to AQA and institutional validation. This, in turn, will lead to advances in benchmarking, AQA enhancement and mutual recognition of qualifications, professional licenses etc. The migration of these tools from industrial/manufacturing sphere would well mirror the original transfer of Deming’s PDCA toolkit into earlier AQA practices. It is time to embrace new technology and generate new ideas in AQA. Process Analytic Technology (PAT) offers a new platform for AQA.

DIERP would enhance AQA processes and align some with industry methodologies, increasing industry understanding and acceptability of academic quality values and outcomes, providing a common platform for industry and academic stakeholders alike.

Issues such as what, when and how to review, compliance or enhancement and relevant ICT enabling tools are other components in this platform.

This input is an example of proposed best answering the increasing demands for evidence-based accreditation and validation exercises.

Dr Barry O’Connor is Registrar and Vice President for Academic Affairs at Cork Institute of Technology in Ireland since 2008. Prior to taking up his current role, he had extensive experience as Lecturer and Researcher including 25 years in University College Cork (Ireland) and periods in ENSIA (France), Michigan State University (USA) and ESB Porto (Portugal). He has participated in many Academic Quality reviews, in both public and private sector Higher Education, is a member of Commission de Titres d’Ingénieur panel of Experts, and an accredited ENQA reviewer. Having graduated as an engineer he initially worked as an engineer in the food
and pharmaceutical sector in the UK and Ireland. He holds engineering and law degrees from UCC, a PhD from MSU and is a Fellow of the Institution of Engineers Ireland.

*Optimizing translator training and student employability through project-based learning: The case of the IATE terminology project*, Themis Kaniklidou, Assistant Professor, Hellenic American University, Greece, Emmanuel Peclaris, Translator, Terminologist, Directorate General for Translation, European Parliament

Terminology and terminography, although under-researched, form key competencies for professional translators and interpreters in multilingual and multimedia settings (EMT expert group). Particularly, terminology, i.e. the study and analysis of terms as concepts has gradually started to infiltrate translator training and pedagogy as it has been observed that it plays a considerable role in the professional lives of translators. This contribution wishes to foreground the increasingly central role of terminology in translator training. To do that, it presents the IATE project rolling out by students in the Master of Arts in Translation program in cooperation with the terminology coordination unit of the European Parliament (TERMCOORD). The aims of the project are three: first the project aims to present an optimal example of a good practice towards professionalization and employability enhancement of graduate students, one that reinvents the ties between academic institutions and other industry stakeholders. As gradually more and more employers are seeking for evidence-based results to assess how employable and ready-for-the-market students are, this project forms a good practice to showcase ways of making them employable for the translation industry and Language Service Provision. Secondly, it aims at showing the applicability of terminology for translator training and development. Although terminology and terminography are interdisciplinary in nature and can potentially prove beneficial areas for other disciplinary domains, they remain grounded on a concept-based theory orientation which requires training on terminology theory. Transferability of terminological competence, however, is possible to other disciplines particularly if combined with some theory-based training. Thirdly, it aims to reveal the potential of learning through interaction and engagement; it shows how students are engaged in terminographical work that includes compiling domain-specific glossaries. The project foregrounds how students learn to conduct terminographical research by engaging with thematic experts and establishing links with industry stakeholders. Other elements highlighted also include the interactivity between
students and project coordinators.

Themis Kaniklidou is Assistant Professor in Translation Studies at Hellenic American University. She obtained her PhD in Translation Studies from the University of Athens where she wrote her Thesis on Narrative Theory and News Translation. She has also an MA in Specialized Translation from the University of Surrey. She is interested in translation pedagogy and in project-based training for translation students. She is a member of the International Association for Translation and Intercultural Studies (IATIS). Her research interests lie in discourse analysis, Translation studies, Intercultural Communication and narrative theory.

Posters (presenters only)

Thursday 30, 10.45, 16.15 and Friday 31, 10.45, simultaneously

Opening the ivory tower – third mission activities of small universities of applied sciences in context of economy 4.0, Gabriele Permoser, Assistant to the Management Board, St. Pölten University of Applied Sciences, Austria, Hannes Raffaseder, Authorised Signatory and Head of Research and Knowledge Transfer, St. Pölten University of Applied Sciences, Austria

The increasing influence of digital technologies in all areas of life is likewise challenging economy and society. Automatization and human-machine-interaction are calling for new competencies from the employees. The eased access to knowledge asks for critical thinking from the recipients of information. Especially in the context of digitalization of information and post-truth tendencies, universities of applied sciences (UAS) are important partners both regionally and globally. With numerous activities (ranging from hosting science communication events to continuous training for employees of local SMEs), which cannot directly be assigned to teaching and/or research, they foster knowledge transfer to economy and society. These activities can be summed up as “third mission”. As a result, higher education institutions (HEI) have to open the well-known ivory tower. Third mission leads to a cultural change of the identity of HEIs. They interact with a divers set of various stakeholders and act as platforms for collaborative innovation. In recent years, third mission became a buzzword both used from public authorities as well from HEIs. Nevertheless, these activities aren’t described in any knowledge survey. Metrics, like number of peer reviewed publications and third party funding are still used to illustrate the output of HEIs. Why do
especially UAS to open their doors and act as platform for collaborative innovation? How can these activities be evaluated? This poster will describe St. Pölten UAS ideas of a concept for evaluating third mission activities. The idea is to create a set of criteria to show the significance of the interaction with a diverse set of stakeholders and how both sides can create a win-win-situation.

Gabriele Permoser has studied political sciences and has a master degree from the University of Vienna. During her studies, she focused on higher education and research policy. From 2010 to 2013, she was programme manager of the Vienna International Post-Doctoral Programme of Molecular Life Sciences at the Max. F. Perutz Laboratories, a joint venture of the University of Vienna and the Medical University of Vienna. Since 2013, she is working at the St: Pölten University of Applied Science. As assistant to the management board, she is focusing on the development of study programmes, research, innovation and knowledge transfer as well as internationalization.

Hannes Raffaseder studied communication engineering and computer music in Vienna. For almost 20 years he has been working as a lecturer and researcher in the fields of audio and sound design, sound and music computing and sonic perception. He initialized and headed several research projects and has published scientific papers. The 2nd edition of his educational book “Audiodesign” was published by Carl-Hanser-Verlag in 2010. At St. Poelten University of Applied Sciences he has been professor for audio design, was Head of the master-course in Digital Mediatechnology and the ICM/T – Institute for CreativeMedia/Technologies (http://icmt.fhstp.ac.at) as well as chair of the academic board. Since 2014 Hannes is member of the management board. As an authorised signatory he is responsible for research, knowledge transfer, internationalisation and development of study programmes. In addition to his academic career Hannes Raffaseder succeeds as composer and media artist.

University Fourth Mission. Spin-offs and Academic Entrepreneurship: a theoretical review through the variety of definitions, Augusto Cocorullo, PhD Student, University of Naples “Federico II” – Department of Social Sciences, Italy

Purpose of this paper: Universities are now considered vital players in the process of the transfer of knowledge, innovation and technology from the academic to the commercial/productive sector. If in the past the universities covered this role by granting patents to outsiders, the situation is deeply changed. Today academic institutions appear also and mostly dedicated to the creation and promotion of spin-offs and start-ups, as instruments for responding the social pressure to accountability and dialogue with economy through the sharing of scientific research results. This paper analyzes the existing definitions of USOs in order to systematize them and to identify criteria for
classifying the different aspects of this multi-headed concept.

Design/methodology/approach: The research will present a review of existing national and international literature on the subject in order to outline the theoretical framework within which the whole survey will then be placed, using a qualitative methodology.

Findings: The different definitions of USOs, which are not explicitly clarified by the authors, cover a big variety of phenomena and this is a problem for the comparability of the research.

What is original/value of paper: Define a typology of the different USOs.


Paving the path towards Universities of Applied Sciences in Hungary – Summary on the Hungarian developments in the field of Professional Higher Education, Petra Perényi, Secretary for EU affairs, Hungarian Rectors’ Conference (HRC), Hungary

The worldwide tendency to make a stronger link between higher education and the labour market with the aim to increase the employability of the Youth is clearly reflected in the Hungarian governmental measurements lately. The Hungarian Higher Educational Strategy acknowledges: in order to raise the level and competitiveness of education the affected parties have to accept the concept that state higher education institutions can and must operate as a part of the market.

The HE Strategy -with the title „A change of pace in higher education”- includes PHE-related goals and
measurements on a large scale, some of which have already been realized. A significant change has been the transformation of the institutional system during 2016, as a result of which many colleges became “universities of applied sciences” offering bachelor and master programs, like universities do, but still keeping the focus on practice, moreover placing stronger emphasis on integrating practice into the programs. In the framework of this an important tendency is the establishment of more and more dual courses.

Also, there are other complementary pillars of PHE-related improvements: “Industry 4.0 Irinyi” seeks to improve the contribution of the Hungarian industry to the Hungarian GDP, which naturally entails PHE development, while the Centre for the Cooperation of Higher Education and the Industry is responsible to coordinate PHE with R&D&I activities and to make use of scientific results in practice (making the link between applied research and industrial experience) with the aim of increasing effectiveness in business and promoting innovation.

Ms Petra Perényi was the project manager of the EU-funded project “Digitalizing Educational Authority’s Public Administration Processes”, budget of cca. 2M euros, between December 2009 and March 2013, and thus gained project management skills for EU-funded projects. She was also the national networks coordinator of the European Schoolnet, and the national networks coordinator of the ICT cluster operated by the EC’s DG EAC, 2007–2012, throughout which Ms Perényi got to know the mechanisms of the collaboration in a wide network. Her work at Hungarian Rectors Conference covers both national and international related tasks, with a scope on the whole higher educational system, and with a special focus on European initiatives and projects. Currently she is the project manager of two EU-funded projects aiming at the improvement of teaching and learning in HE and responding to the challenges of professional HE. She is also responsible for the tasks emerging from HRC’s membership in EUA and IAU.

Customized x-Learning Environment: e-portfolio integration, Anabela Mesquita, President of SPACE network and Vice Dean of ISCAP/Polytechnic of Porto (P.Porto), Portugal, Fernando Moreira, Associate Professor at Univ Portucalense, Portucalense Institute for Legal Research — IJP, Porto & IEETA, Univ Aveiro, Portugal, Paula Peres, Pro-President P.Porto, Coordinator of the Unit of e-Learning and Pedagogical Innovation, Teacher and Researcher at ISCAP, Portugal, Lino Oliveira, Associate Professor at ESMAD/P.Porto, Member of e-IPP — e-Learning Unit, Portugal
Education needs to take into consideration the needs and expectations of each student. Additionally, interaction plays an important role in the creation of knowledge. Since the time in physical environment are more scarce, teachers are adopting learning environments that somehow help to build bridges between the world inside and outside school. These environments are putting more and more the student at the centre. Taking this context into consideration, a Customized xLearning environment (where the X can take the form of electronic, mobile or ubiquitous) model was developed. This model brings together the learning management systems, the personalized learning environment, the social networks (horizontal and vertical) as well as the knowledge sharing networks. Communication mediator elements are also present enabling the interaction between students, students and teachers and between students and experts and potential employers.

Education should not be done with the back to the companies’ environment and one possible solution is, in one hand, to allow experts and potential employers to participate in the professional development of students with assignments and projects’ proposals as well as supervising students. On the other hand students can get closer to the real world by showing them what they are capable of meaning what they have created and developed during their education. This can be done by integrating portfolios in the CxLE. In this poster, we would like to present the CxLE model and how it can integrate the portfolios.

Vice Dean of the School of Accounting and Administration of Porto / Polytechnic of Porto She is the President of the SPACE European network. She is also a member of the Algoritmi Research Centre (Minho University) and the Director of CICE (Research Centre for Communication and Education). She has been (and is) involved in many European and National research projects both as a researcher and as a coordinator. She has published numerous papers in various international journals and conference proceedings. She is a member of the Programme Committee and Scientific Committee of several national and International conferences. She serves as Member of the Editorial Board and referee for IGI Global. She also serves as Associate Editor of the Information Resources Management Journal and is co-Editor-in-Chief of the International Journal of Technology and Human Interaction. She has also been evaluator and reviewer for European Commission projects.

Supporting Student Mobility with EMREX – electronic transfer of achievement records, Anders Bøgebjerg Hansen, Special Adviser, Ministry of Higher Education and Science, Denmark, Mats Lindstedt, Project Manager, CSC ltd, Finland, Pamela Engström, Degree oficer, University of Gothenburg, Sweden, Geir
Vangen, Section Manager, University of Oslo, Norway, Janina Mincer-Daszkiewicz, Associate Professor, University of Warsaw, Poland, Stefano Russo, Developer, KION, Italy

EMREX is the solution for electronic transfer of achievement records between HEIs in Europe and supports student mobility with smooth and fast transfer of records. EMREX is co-funded by ERASMUS+ and is currently conducting a field trial in Denmark, Finland, Italy, Norway and Sweden with additional countries already signing up. We will show how EMREX works and present some findings from the field trial. We will also address the more general privacy issue and other obstacles related to electronic exchanges across countries, and how we can solve them.

We will also present the student’s view and feedback on EMREX and show possible implications of ownership of achievement records. Is it the student who owns the records, and what would that mean? How do we see the long term implications of EMREX, and how can it be used as a building block for automatic recognition, admission services and credential verification across countries and HEIs? We will also examine how EMREX is linked to the EU’s goals on student mobility.

Anders Bøgebjerg Hansen holds a master's degree in political science from the University of Copenhagen. He has worked with different student information systems at two universities and has 15 years of experience coordinating systems development on the customer side within higher education in Denmark. He is a special adviser at the IT Department of the Ministry of Higher Education and Science (UFM-IT) where he works with contract and project management with relation to the student information system STADS and the application system DANS. These systems are used at all 8 universities and several institutions of architecture and art in Denmark. Anders Bøgebjerg Hansen has been the project manager of many large EU tenders and has for several years been involved in Nordic forums in the area of student information systems.

Increasing South Baltic Mobility and Understanding Via Virtual Communication Platforms in Nurse Education, Hélène Taylor Kelly, RN, MSc, Associate Professor, International Consultant, University College Zealand, Denmark

The EU promotes workforce mobility within member states and the recognition of educational qualifications in order to match labour market needs. COHAB (Co-ordination and integration of higher education and the labour market around the South Baltic Sea) an EU funded project focused upon enhancing staff and student competencies for South Baltic mobility. Central to the project was the use of virtual communication. A joint semester course was developed that involved study trips, parallel
teaching sessions using virtual communication systems, and IT based interactive learning objects. Students rated the semester positively and the project has contributed to professional development both at the personal and the institutional level.

Since 2013 Hélène Kelly is an international consultant at University College Zealand, Denmark, with the primary responsibility for the development of international partner relations. She has extensive knowledge and experience regarding the internationalization of higher education in both Denmark and abroad. Hélène Kelly has an analytical mindset, is result orientated and possesses good collaborative and negotiating skills. Her educational background, job, and life experiences have helped her to develop a high level of intercultural competence. At University College Zealand (UCZ) she focuses on international partner relations development, the development of the institution’s international strategy, professional support to international coordinators, quality assurance, project management etc.

Green Skills for Sustainable Development: the SUSDEV project, Marek Frankowicz, Academic teacher, Jagiellonian University in Krakow. Coordinator for Quality and Internationalization, State Higher Vocational School in Tarnow, Poland, Stefan Ignar, Professor, Warsaw School of Life Sciences-SGGW, Poland

The main objective of the Erasmus+ Capacity Building SUSDEV project is to enhance the role of Higher Education Institutions in ensuring sustainable development of industry and society, support of national “green policies” in Russian Federation and Kazakhstan and promotion of “green culture” by means of Lifelong Learning. Specific objectives are: development of modules to foster green skills for different target groups and qualifications levels, enhancement of access of target groups to open education resources, promotion of LLL, enhancement of green culture and continuing education through training of teaching staff, external stakeholders and public administration. The project consortium wishes to synthesize - In one project - four important strands of higher education modernization, related with both EHEA priorities and national needs: -1. Curricular reform based on learning outcomes and introduction of qualification frameworks - 2. Development of lifelong learning and increased role of universities as “LLL integrators” -3. Development of new teaching and learning methodologies and support tools, including Open Educational Resources - 4. Increased importance of “green skills” in education and work
The project consortium wishes to combine “four in one”: to promote green skills through lifelong learning channels and using new IT possibilities, starting from results of previous projects concerning curriculum development and sectoral qualifications frameworks for three complementary subject areas conditioning better quality of life (ecology, food sciences and land management).

Specialist in Theoretical Chemistry and expert on Higher Education reforms. Coordinator for Quality and Internationalization at State Higher Vocational School in Tarnow and Associate Professor at the Jagiellonian University in Krakow. Member of EURASHE Mission and Quality Working Groups. Member of Development Cooperation Working Group of the Coimbra Group. Former Bologna Expert for Poland, member of the Work Group for Polish National Qualifications Framework.

Strategic Partnership for Building Professional Higher Education Capacity in Europe: the BuildPHE Project, Marek Frankowicz, Academic teacher, Jagiellonian University in Krakow. Coordinator for Quality and Internationalization, State Higher Vocational School in Tarnow, Poland

The main objective of the Erasmus+ Strategic Partnership “BuildPHE” project is to increase the quality of the connection of Higher Education with the world of work (WoW) in all its aspects, including teaching, learning, research and governance. The project is coordinated by the State Higher Vocational School in Tarnow (Poland), other partners are institutions from Czech Republic, Croatia, Estonia and Slovenia, as well as EURASHE and Knowledge Innovation Centre Malta. The project is made up of three complementary activities: analysis of institutional strategies, collection of best practice, design of interventions to strengthen institutional strategies. Twelve HAPHE criteria, developed in the framework of HAPHE (Harmonizing Approaches to Professional Higher Education) project have been used as the basis for the design of the self-assessment tool (SAT) for PHE institutions. The tool has been tested in 15 PHE institutions (3 in each Partner Country) and now it is being optimized. In parallel, the examples of best practice for each HAPHE criterion are collected and will be made available for the wider public. The project will, inter alia, foster improved collaboration between PHEIs and enterprises, increase the choice of learning pathways available to students, in particular strengthening ‘dual’ options involving a mixture of studies and work experience such as apprenticeships and contribute towards addressing skill-shortages in key technical areas of employment. The project will also make recommendations to national policy-makers as to measures to improve and enhance cooperation between academia and enterprises. At EU level, the project will facilitate exchange of practice and increased cooperation between Institutions and Associations of Professional Higher Education.
Defining and Characterising Professional Higher Education in Europe, Raimund Hudak, Head of research & labs, Cooperative State University Baden-Wuerttemberg (DHBW) Heilbronn, Germany, Marko Grdosic, Project Manager, EURASHE, Belgium

While the European Higher Education Area has contributed significantly to harmonisation of higher education in Europe, the ‘professional’ higher education (PHE) sector is still in significant flux. The wide variety of systems which now fall under the umbrella term of PHE, makes it difficult to transnationally analyse this sector, hinders recognition of qualifications, and limits the ability of soft-policy tools to strengthen its growth. In order to address the issue, EURASHE coordinated between 2012 and 2014 the HAPHE project, standing for harmonising approaches to professional higher education in Europe. This poster will present the definition as well as the set of characteristics identified during the project. This way we wish to support higher education institutions in better identifying their programmes, as well as to promote the PHE sector in general.

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 Cooperative State University Baden-Wuerttemberg Heilbronn in the European-wide research projects such as HAPHE and BEEHiVES. 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. 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.

Setting up systematic structures for policy-recommendations and best-practice sharing: PROCSEE project, Alicia-Leonor Sauli-Miklavčič, Project Manager, Association of Slovene Higher Vocational Colleges, Slovenia

The differences in development of PHE across Europe is due to differences in socio-cultural traditions and perceptions, diverse structures of education and training systems and of the economy and labour market, reforms undertaken, the extent of involvement of social partners as well as the employment prospects of PHE graduates, and the preferences of individuals. PROCSEE will set up systematic structures for policy-recommendations and best-practice sharing, focusing on four specific areas:

- Alignment of VET with regional/local economic development strategies
- Promotion of VET, especially to respond to identified skill shortages
- Organising and monitoring student placements in the world of work
- Personal Learning Environments and Further Education

By bringing together leading actors in the field from across Europe, educational institutions & companies from CSEE and European and Regional policy actors, the project will provide specific policy inputs on how to address these priorities in each participating country joint in the National Committies of Professional Higher Education for Excellence (NCPHEE). Those NCPHEEs are a key to assure systematically renewed curricula, constantly modernised delivery, and, crucially active involvement of businesses, especially small and medium enterprises (SMEs).

Alicia-Leonor Sauli-Miklavčič is a good connoisseur of international professional higher education, she has been Project Expert at 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. She has been elected to the Board of EURASHE for a 2-year mandate in 2016.
Built into the conference app are survey and evaluation possibilities. Each participant will be able to rate and comment on each and every session.

Specific surveys will be sent to all participants through the app at specific moments of the conference. An overall evaluation of the conference will also be possible online.

In addition, we propose to crowd-source the conclusions of the conference in the session summarising the 2 days. We will ask participants to share with us, after each session, some of their main reflections and thoughts regarding the future of universities of applied sciences in a 4.0 context, and we will bring them together on Friday 31 March before closing the conference.
EURASHE - www.eurashe.eu
EURASHE is the European Association of Institutions in Higher Education that offer professionally orientated programmes and are engaged in applied research within the Bologna cycles. EURASHE represents universities of applied sciences and university colleges; other members of EURASHE are national and sectorial associations of higher education institutions, and other individual institutions, such as universities.

Assemblée des Directeurs d’Institut Universitaire de Technologie (ADIUT) - www.iut.fr
The Assemblée des Directeurs d’IUT (ADIUT) is the national association of directors of all 113 University Institutes of Technology (IUT) in France. IUTs are autonomous structures inside French universities. The IUT network is a tight-knit fabric throughout the country with numerous links to employers’ representatives and a capacity to respond as a network to international as well as regional and national demands in terms of training and education engineering in professional higher education. ADIUT has active links with numerous countries such as Indonesia, Algeria, Gabon, China, Colombia for teacher and student exchanges. The ADIUT exchanges closely with the French ministry in charge of higher education, the French Rectors’ Conference (CPU) as well as employers’ and trade union organisations.

IUT of Le Havre - www-iut.univ-lehavre.fr
The University Institute of Technology (IUT) of Le Havre, an autonomous institute within the University Le Havre Normandie, has been created in 1967 and celebrates its 50th anniversary in 2017. The IUT is composed of 10 departments, it proposes 15 DUT degrees (2-year university degrees), and 10 professional bachelors (LP). The programmes offered at the IUT of Le Havre have been developed jointly by lecturers and employers’ representatives to best respond to society’s needs. A quarter of the IUT’s graduates continue their studies onto a professional bachelor and half of them go onto master-level studies at university, business or engineering school.

University Le Havre Normandie - www.univ-lehavre.fr
The University Le Havre Normandie has been created in 1984 and is composed of 3 thematic (sciences, international affairs, humanities), one university institute of technology (IUT) and one engineering school (ISEL) and home to 8000 students. Its activities are based on the principles of professionalisation, international openness and multidisciplinarity. The university’s research activities are based on the work of 11 laboratories, 2 of which are associated with the French National Research Council (CNRS).
**Conference venue**
The conference is hosted at IUT du Havre - Site Frissard located at Quai Frissard, 76600 Le Havre, France. It is shown in yellow on the maps. It is located about 500 metres away from the SNCF train station, shown in blue on the maps. Suggested hotels are shown in red on the maps.

**Conference Gala Dinner**
Transport will be provided to and from the Conference Gala Dinner on 30 March, to which all participants are invited. It will be hosted at Le Palais des Régates, 1 Rue Maurice Taconet, 76310 Sainte-Adresse, France. It is shown in violet on the maps.

**Transportation**
Participants are reminded to organise their own transport to and from the conference venue. Information on public transport in Le Havre is available at [www.transports-lia.fr](http://www.transports-lia.fr)
<table>
<thead>
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