



Harmonising Approaches
To Professional Higher
Education In Europe



HAPHE Workshop

EURASHE Conference

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Topics to be presented

- European Higher Education landscape – HAPHE project
- Remark on ISCED 2011 Classification and on European HE mapping and ranking exercises (U-MAP & U-MULTIRANK)
- Invitation for discussion



HAPHE Project

Harmonizing Professional Higher Education in Europe

WP1: Mapping Professional Higher Education in Europe



WP1 Objectives

- Survey the various definitions and practices of Professional Higher Education / Advanced Vocational Education in Europe
- Create a typology of PHE Provision across Europe
- Identify the main actors involved in PHE at European level
- Provide an evidence-base for the characterisation of PHE in WP2.



WP1 Activities:

- T1.1 Survey of PHE in Europe**
- T1.2 Desk Research on PHE in Europe**
- T1.3 Country-Profile Building**
- T1.4 Typology – Analysis**
- T1.5 Stakeholder Analysis**



Deliverable D1.1 PHE Country Profiles

- Web Tool and Report
- The PHE Country Profiles will use a standardised template to describe the nature of provision and characteristics of PHE in each of the 15+ surveyed countries. A summative section of the report will make cross-country comparisons, identify similarities and propose a typology for classification of the different systems.
- The report will be published in English in the following formats:
 - Pdf
 - E-book
 - Interactive Web Tool
 - Printed copies (500 copies)



Basic Problems:

- Heterogeneity of the sector: from Level 5 colleges up to world-class applied research institutions
- Large variety of perceptions by individual actors influenced by „secondary effects” (e.g. demographic trends, economic crisis etc.)
- Academic drift in international rankings and classifications
- Fetish of „employability” more and more appearing in Academic HE – blurring boundaries between AHE and PHE
- Turbulent changes in national HE systems (often „trials and errors” policy)



Comment on ISCED 2011 Classification

- ISCED 2011 provides a framework for detailed classification of education and training provisions at the global scale.
- It shall be implemented from 2014
- Example of ISCED classification is given on the next slide (for Level 6 – 1st cycle or equivalent)

Table 13. Classification codes for educational programmes at ISCED level 6 (ISCED-P)

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Categories (Orientation)	Subcategories (Duration/ position)	
64 Bachelor or equivalent academic	641	insufficient for level completion
	646	first degree (3-4 years)
	646	long first degree (more than 4 years)
	647	second or further degree, (following successful completion of a bachelor or equivalent programme)
65 Bachelor or equivalent professional	651	insufficient for level completion
	656	first degree (3-4 years)
	656	long first degree (more than 4 years)
	657	second or further degree, (following successful completion of a bachelor or equivalent programme)
65 Bachelor or equivalent orientation unspecified ¹	661	insufficient for level completion
	666	first degree (3-4 years)
	666	long first degree (more than 4 years)
	667	second or further degree, (following successful completion of a bachelor or equivalent programme)



Comment on European HE mapping and ranking exercises (U-MAP & U-MULTIRANK)

- From over 60 indicators used by U-Multirank, very few may be directly related with PHE
- It seems to be important to start discussion on PHE-specific indicators to appreciate quality of good PHE provision



Directly related to PHE:

- * Inclusion of work experience
- * Percentage of income from regional sources
- * Percentage of graduates working in the region
- * Research contracts with regional partners
- * Regional joint research publications
- * Percentage of students in internships in local enterprises
- * Regional participation in continuing education
- * Degree theses in cooperation with regional enterprises



Demanding specific approach in case of PHE

- * Interdisciplinarity of programmes
- * Qualification of academic staff
- * Organization of programme
- * Evaluation of teaching
- * Support by teacher (s)
 - Computer facilities
 - Libraries
- * Laboratories



Invitation for discussion



Questions for Discussion

- What are the main trends in profiling higher education (along AHE – PHE axis) in various European countries? Are there any emerging „European patterns”?
- What kinds of performance indicators can be proposed to highlight the quality of PHE?
 - Concept of studies/Contents/Teaching and learning methods
 - Staff
 - Infrastructure
 - Research & Knowledge transfer
 - Regional engagement
 - Internationalization



Propose PHE-specific indicators in the following categories

- Concept of studies/Contents/Teaching and learning methods
- Staff
- Infrastructure
- Research & Knowledge transfer
- Regional engagement
- Internationalization



2014:

- U-Multirank first results
- ISCED 2011 implementation
- Erasmus for All
- FP 8

We have to work on the positive image of PHE, promote its values and ensure good start for new challenging initiatives



Emerging Trends PHE/AHE

1. **Standardisation** – jobs are more standardised thus also training
2. Specialisation for institutions
3. HEIs growing larger
4. Diversification of HEIs
5. Permeability increasing
6. **AHE and PHE drifting towards each other (binarity blurring) x3**
7. AHE power and tradition favours itself (lobbying)
8. Different staffing profiles emerging for institutional types
9. RPL increasing importance of assessment
10. Finding its niche and enhancing research capacity
11. Place of learning changing
12. Increase of workload
13. Peer-Reviewed research still driver for career
14. **Mobility**
15. Types of research fundamental vs applied
16. Doctoral degrees remain in area of AHE
17. **Employability for PHE**



Emerging Trends PHE/AHE 2



**Chemists used to say
“If you are not part of a solution,
you’re part of a precipitate”**

**Thank you very much
for your attention**

And now – time for hard work