



Harmonising Approaches
To Professional Higher
Education In Europe

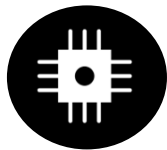
Workshop 1.1:
Diversity of Professional Higher Education
in Europe / HAPHE project outcomes

EURASHE 24th Annual Conference
Yerevan – 15th May 2014

Prepared by: Raimund Hudak (DHBW, Germany)



Something **meaningful** is happening...



Our world is more...
INSTRUMENTED



Our world is more...
INTERCONNECTED

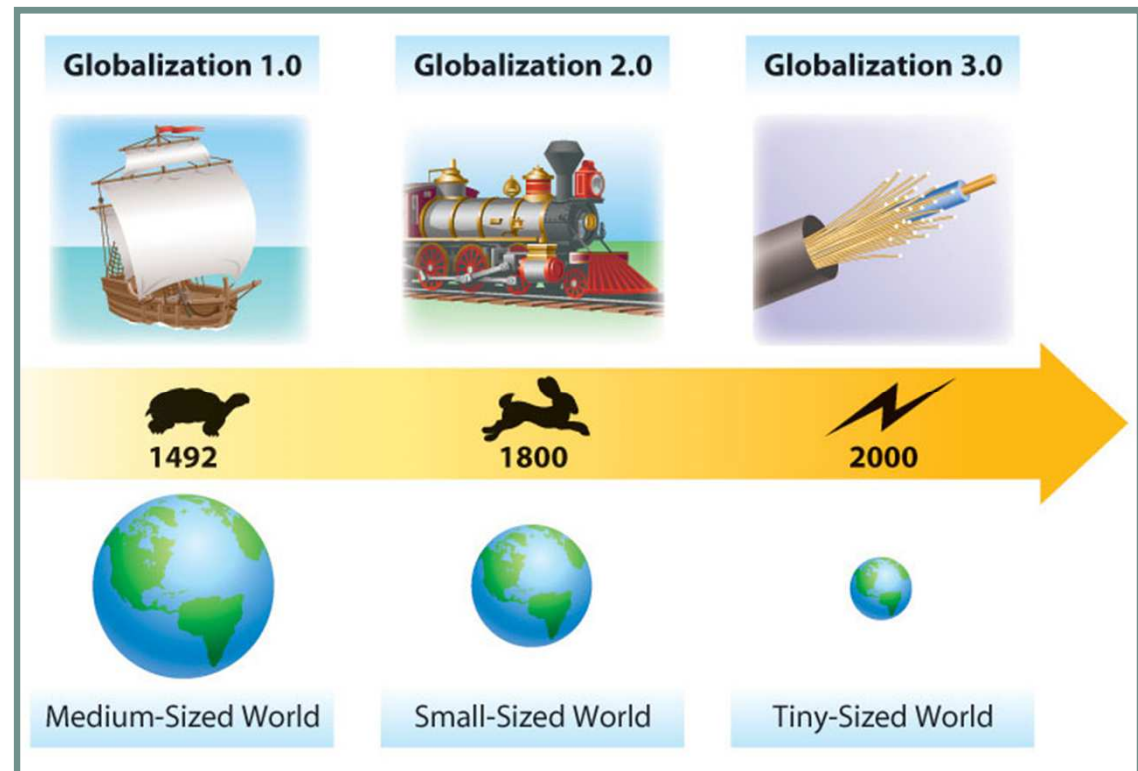


and Virtually all things, processes and ways
of working are becoming more...
INTELLIGENT



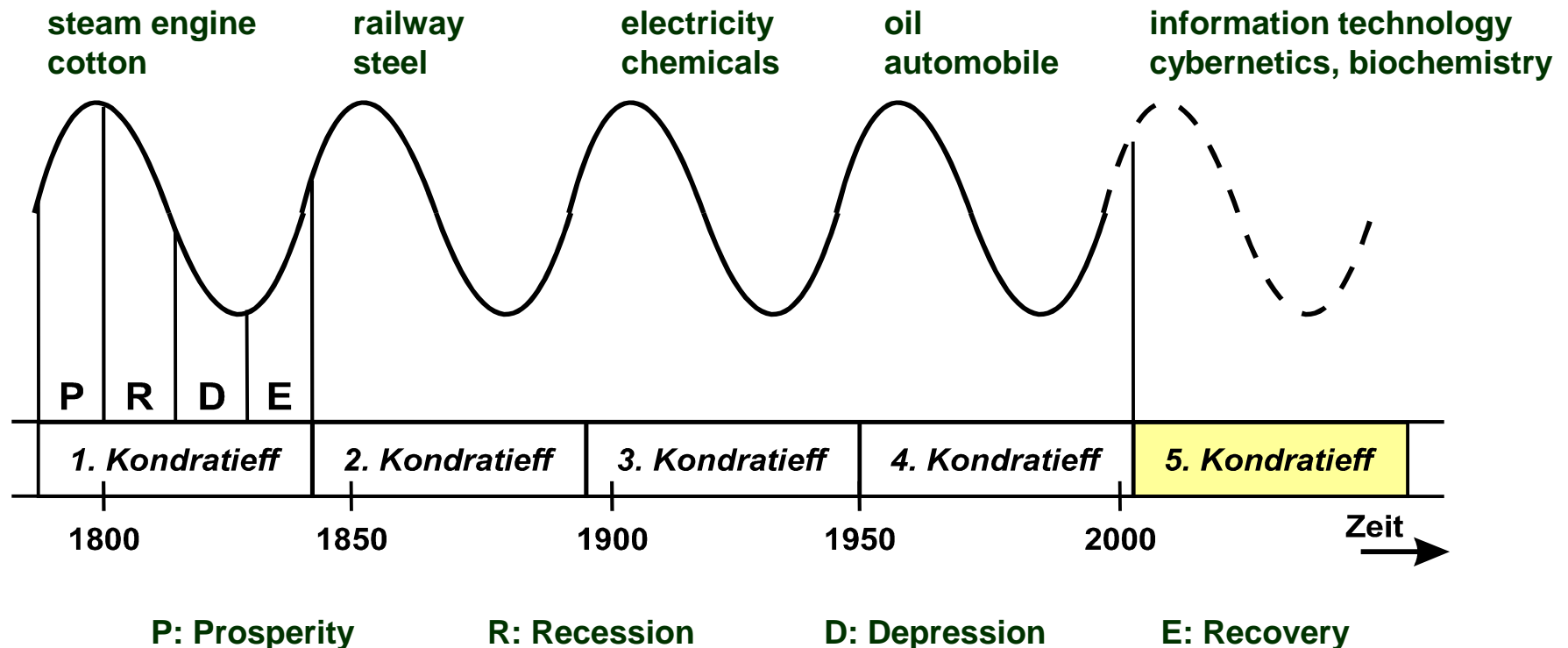
Globalization

- Globalization created a new world characterized by:
 - Worldwide communication
 - Collaboration without barriers
 - More competitiveness





The 5th Kondratieff-Zyklus has just started

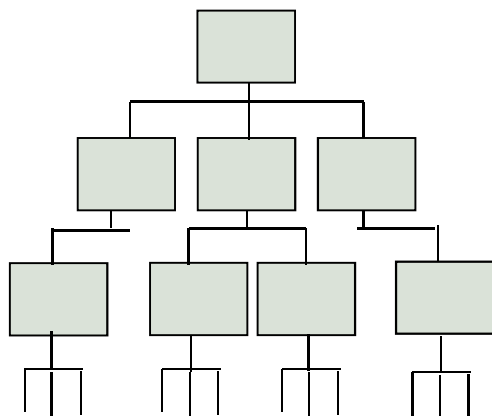


Source: Nefiodow, L. (1990): Der fünfte Kondratieff, Wiesbaden 1990, p. 27.



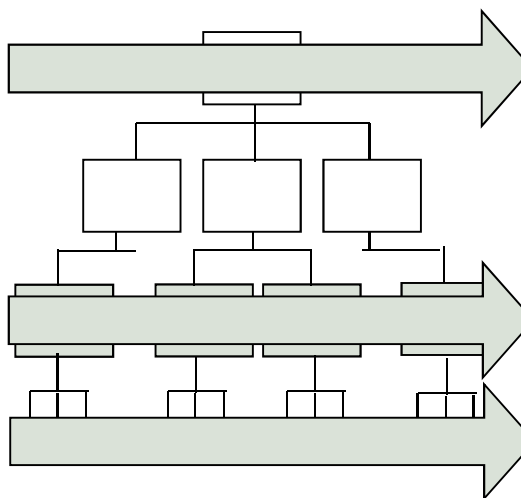
The Transformation of Organisations

Functional-oriented



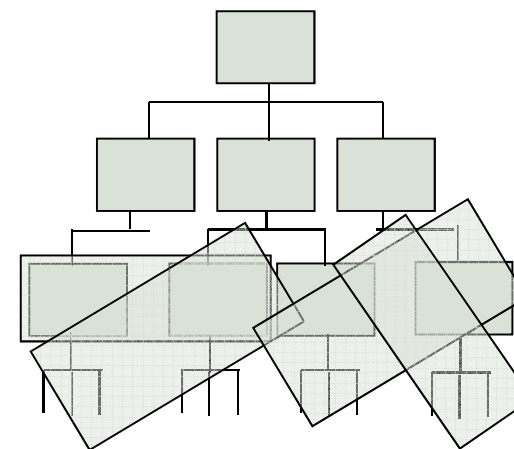
Hierarchical

Process-oriented



Integrated

Knowledge-, explorative-,
solution-oriented



Network, virtuell



Yesterday

Today

Tomorrow



Living in a World of Change

Chinese word for change means:

改
變

- to alter
- to evolve
- to modify
- to shift
- to transform
- make or become different



Are we fit for the PHE Challenge?

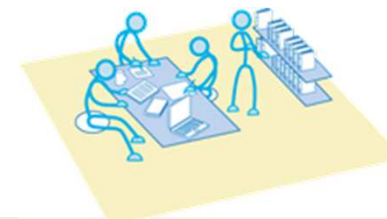
Transfer



Tutor



Coach



Factual Knowledge („know-that“)	Procedures, Problems („know-how“)	Social Practice („knowing-in-action“)
Instruction	Dialogue	Interaction
Know, Remember	Simulate/Train, Problemsolving	Reflective Action, invent
Teaching I	Teaching II	Teaching III

(Baumgartner 2004)

Focus on Theory

*Focus on
Practice and Competence*



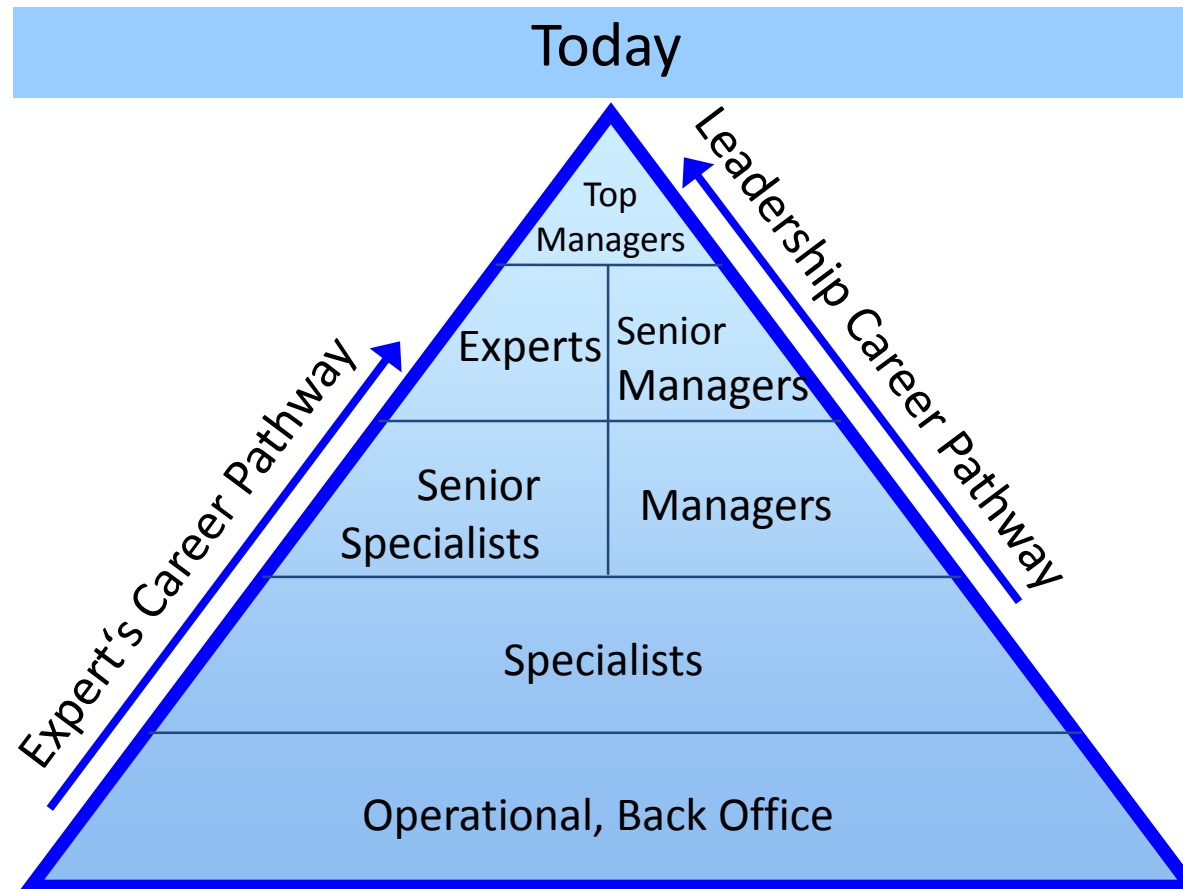
The User Perspectives

What do the „users“ expect from HE institutions?

- World of work → Academic qualification and professional skills
- Graduates → Employability

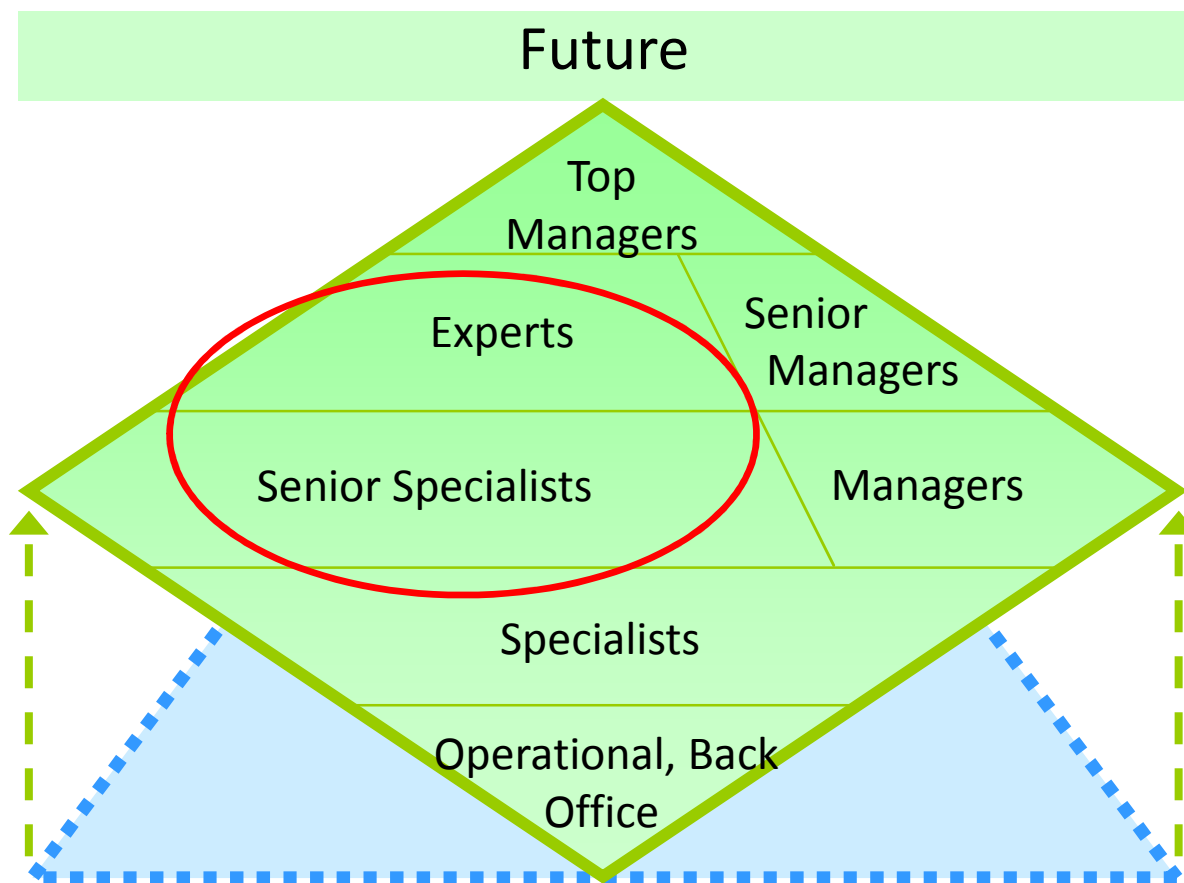


Qualification: Today's Scenario





Qualification: Future Scenario



Drivers:

- Globalisation
- Changed Value Chain
- Demographic Change
- Growing Complexity

And therefore ...

1. **More** higher qualifications
2. **New** academic job profiles
3. **Cross-Competencies** gain importance

PHE is emerging to meet this new demand



What is graduate employability?

- ‘...a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.’

(Professor Mantz Yorke, 2004)



PHE – A successful example





„Dual“ Studies – How does it work at DHBW?

Theoretical knowledge

- 6 x 12 weeks of intensive studies at
- one of the 12 locations and



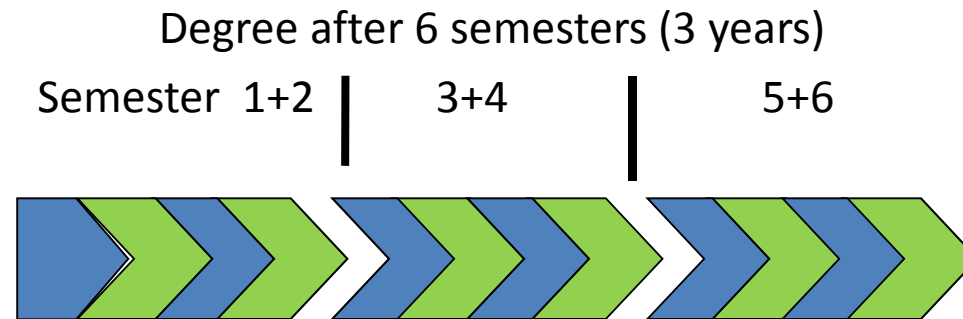
Practical experience

- 6 x 12 weeks of practical qualification
- in one of over 9.000 partner companies

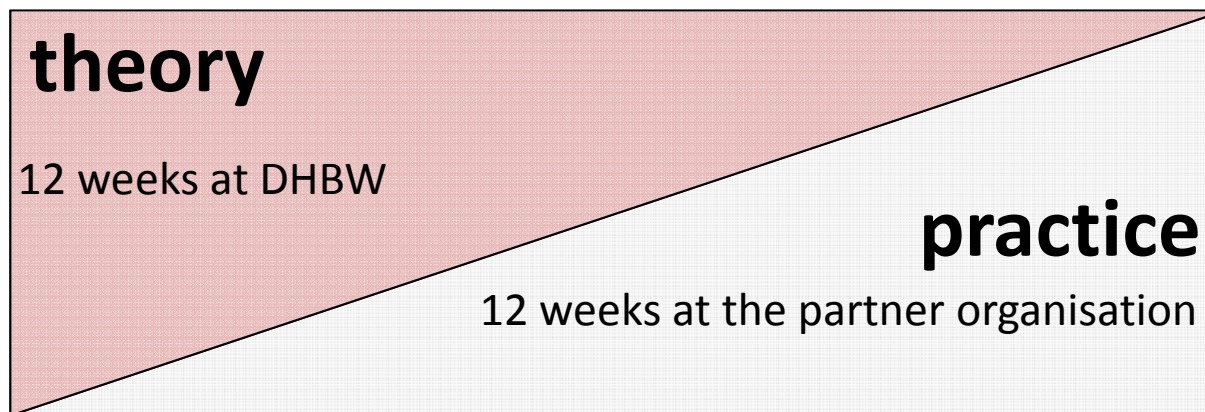




Organisation of Studies

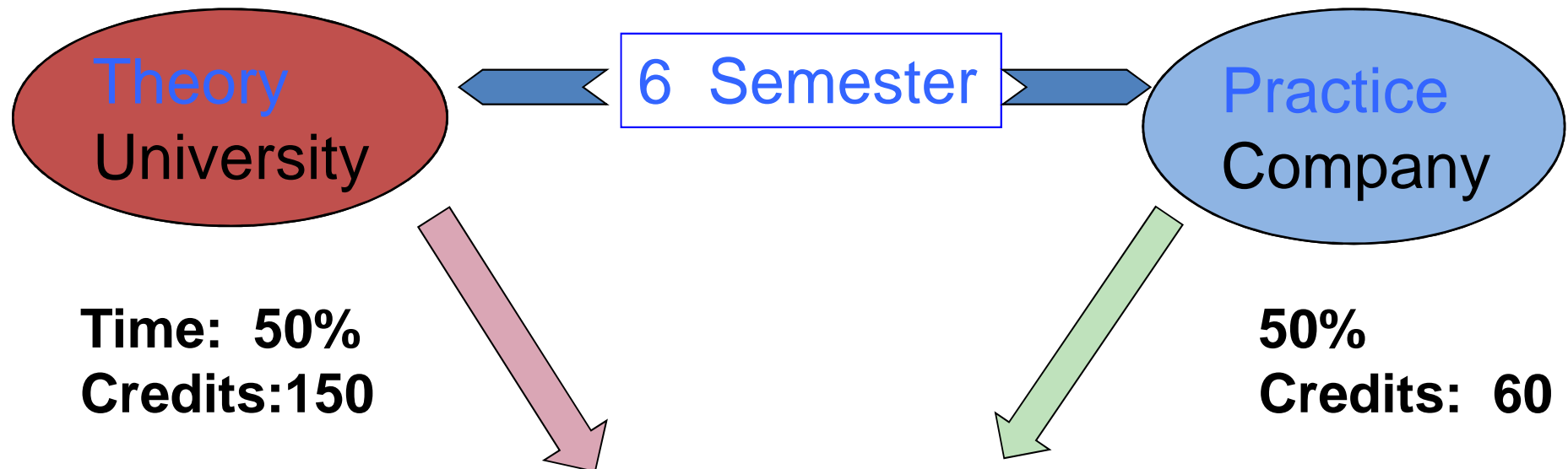


Each semester (24 weeks) is divided into 2 parts:





Linking Practice and Theory



Decisions and regulations:
By law partners are **part** of the Univeristy
Equal representation in half of all committees



DHBW - FACTs

- ✓ 40 years experience
- ✓ 120.000 graduates
- ✓ 32.000 students in 2013
- ✓ 9.000 cooperating organisations
- ✓ 90 study programmes
- ✓ 10 % drop out rate



Partners investment: The private sector contributes about **900 Mill €/year** in student salaries



Diversity of Professional Higher Education in Europe –

EU Project HAPHE



Project-Coordinator: EURASHE, Belgium
Project Title: Harmonising Approaches to Professional Higher Education in Europe (HAPHE)

Projektpartner: 11 EU Partner

Motivation:

- The EU commission identifies a huge **gap between graduate competences and labour market's needs**, as well as the need to improve recognition of qualifications and to strengthen QA policy and practices.
- The project consortium's motivation is in accordance with that of the European Commission, who, in its **modernisation agenda for universities**, stresses the **linkage between education, labour market, research and innovation** as strategic and crucial for reaching the goals of the Europe 2020 strategy.



Qualitative Analyses

15 countries surveyed

'ID cards' built and verified for every country by professionals in PHE sector



System	Definition	Countries
Unitary	all types of Higher Education are offered by the same institutions, with significant crossover between 'professional' and 'academic' activities	
Partial-Unitary	professional HE is provided within specialized institutions located within universities	France and Slovenia
Binary / Dual	academic HE is provided by universities, and professional HE is provided by specialist institutions	Lithuania, Estonia, Czech Republic, Malta, Netherlands, Finland, Portugal, Denmark and Germany
Mixed	dual systems which do not have a clear-cut distinction between universities and other institutions	Flanders and Poland



PHE & Research

- We observed a trend towards increased research involvement by Institutions
- Research **focuses on** Innovation, Technology Transfer, Applied Research & Development



Quantitative Analyses

2 surveys covering internal and external stakeholders

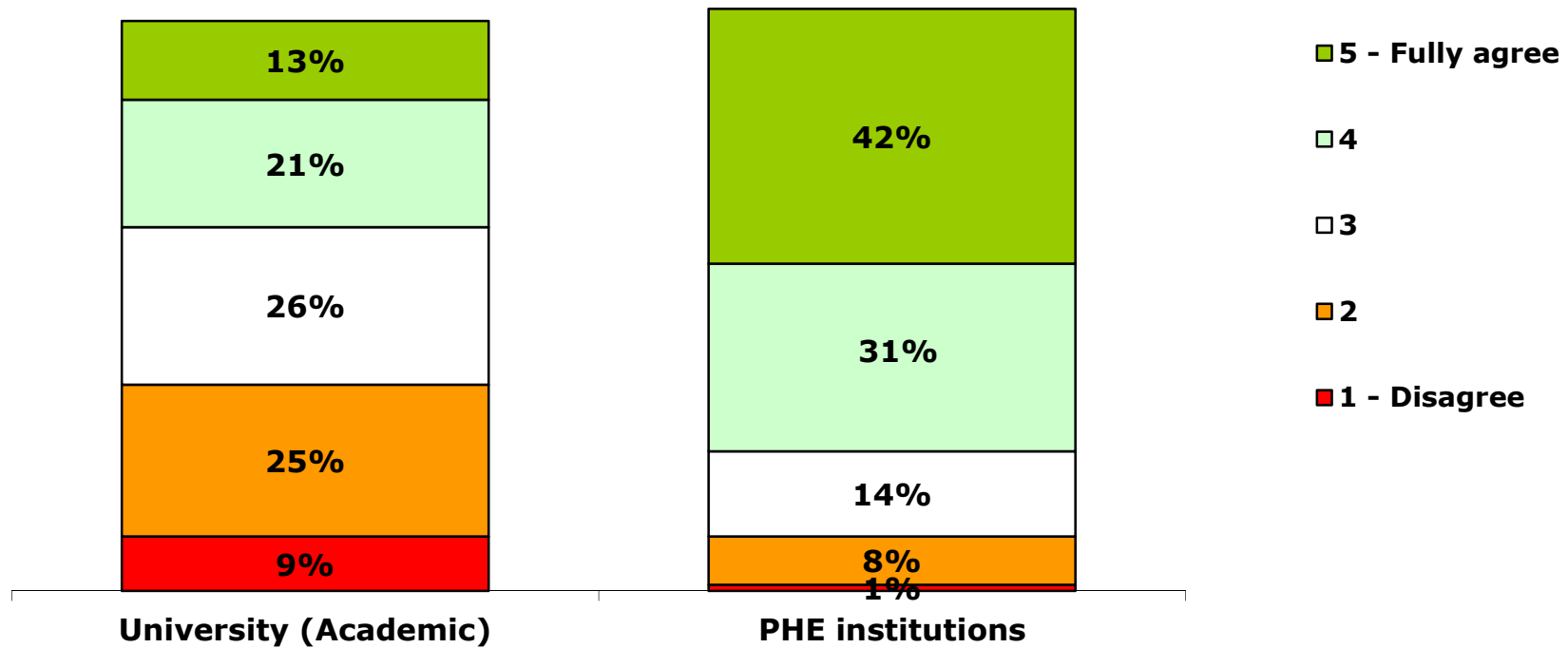
671 responses across 18 countries



Q7: To what extent do you think the following statements represent your institution?

Meaning and Forms
of
Professional Higher
Education

Profession-oriented education and training

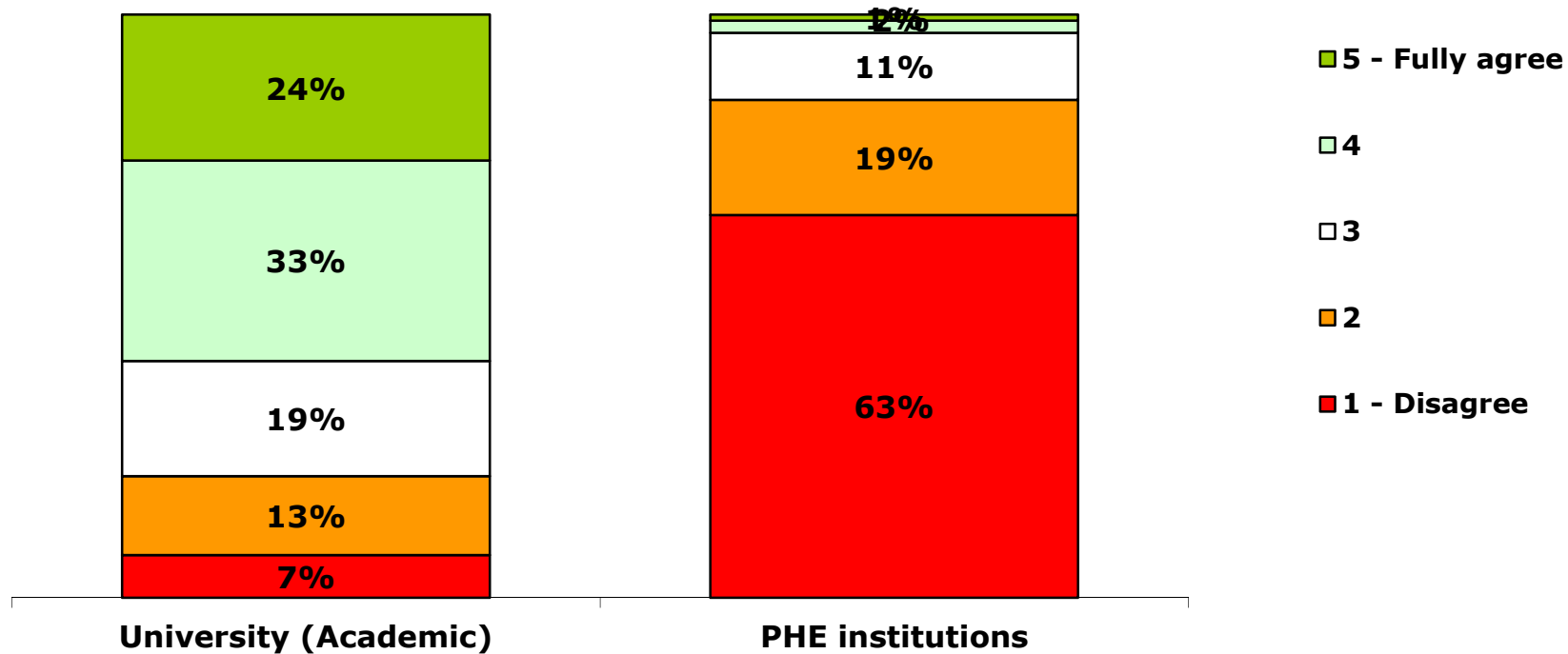




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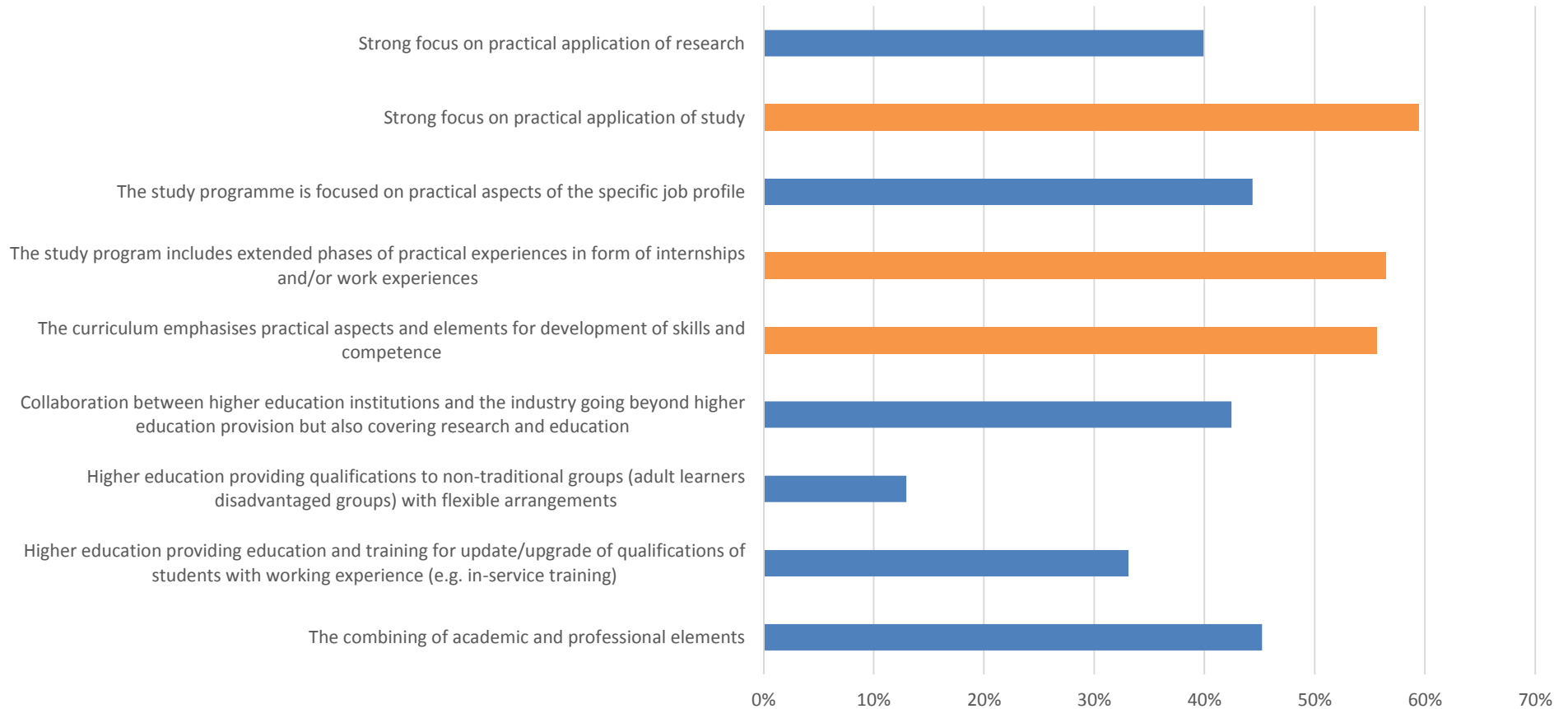
Focus on groundbreaking research (fundamental research)





What is PHE?

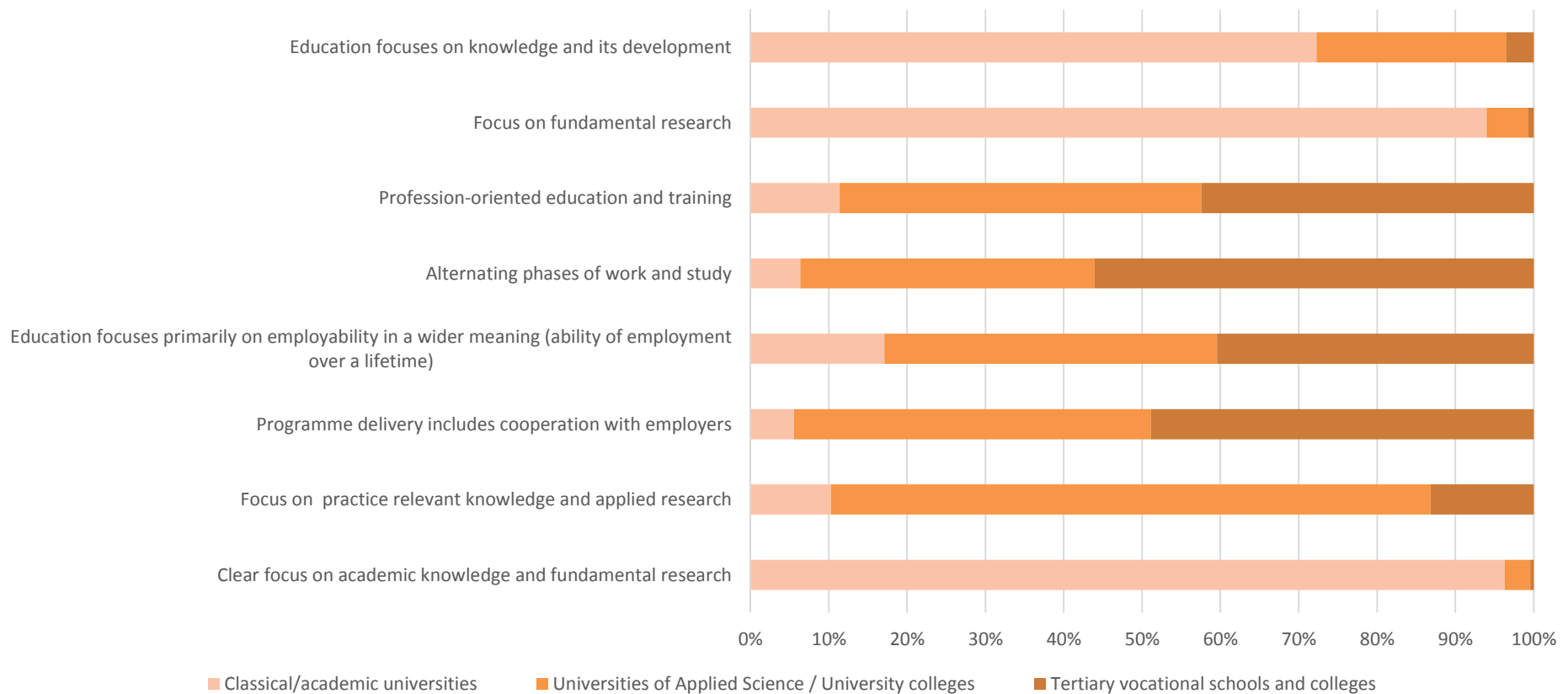
Characteristics of Professional Higher Education





Differences between PHEI & AHEI

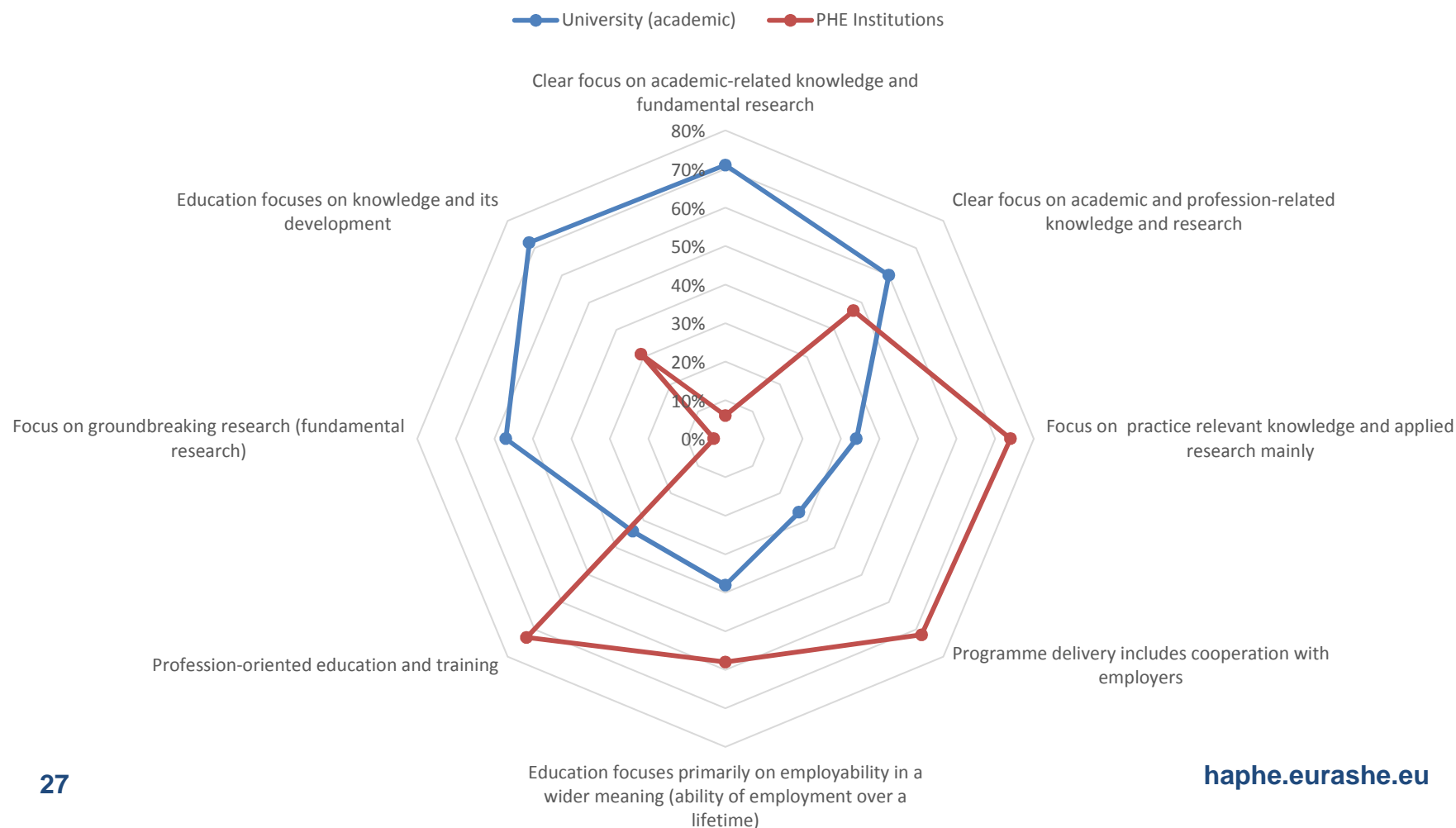
Which institution is best suited to provide?





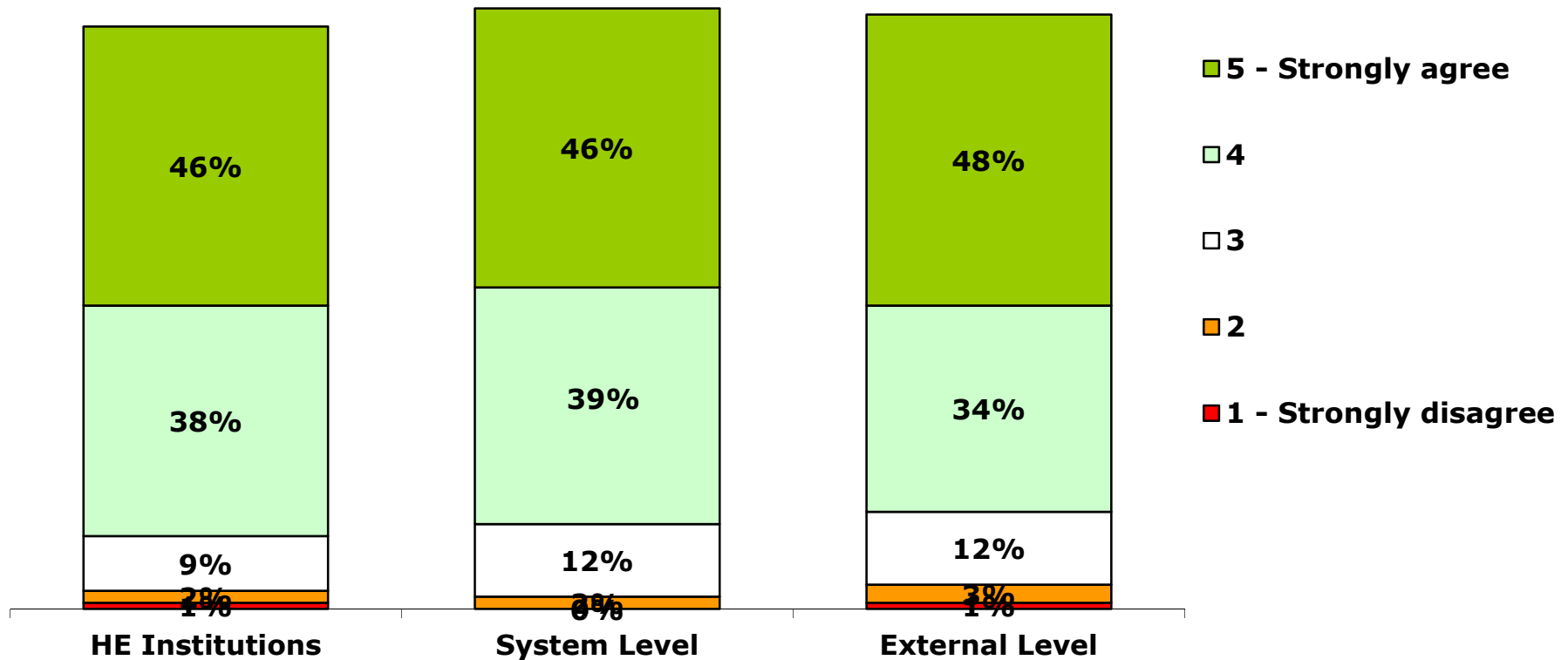
Differences between PHEI & AHEI

What institutions think of themselves





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

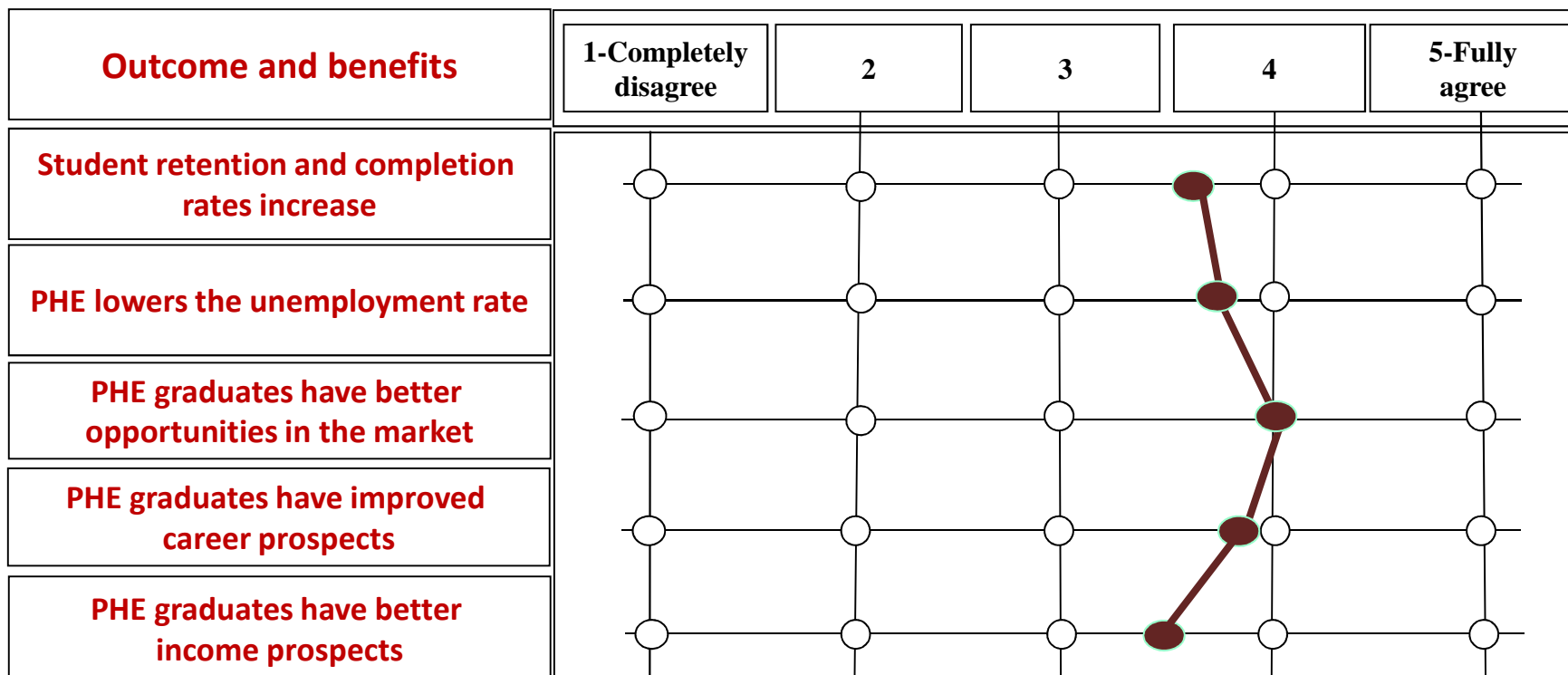




Q27. How would you rate each of the following characteristics of PHE with regards to the outcomes and benefits of PHE?

Trends and Drivers
for
Professional Higher
Education

EU HEI-All

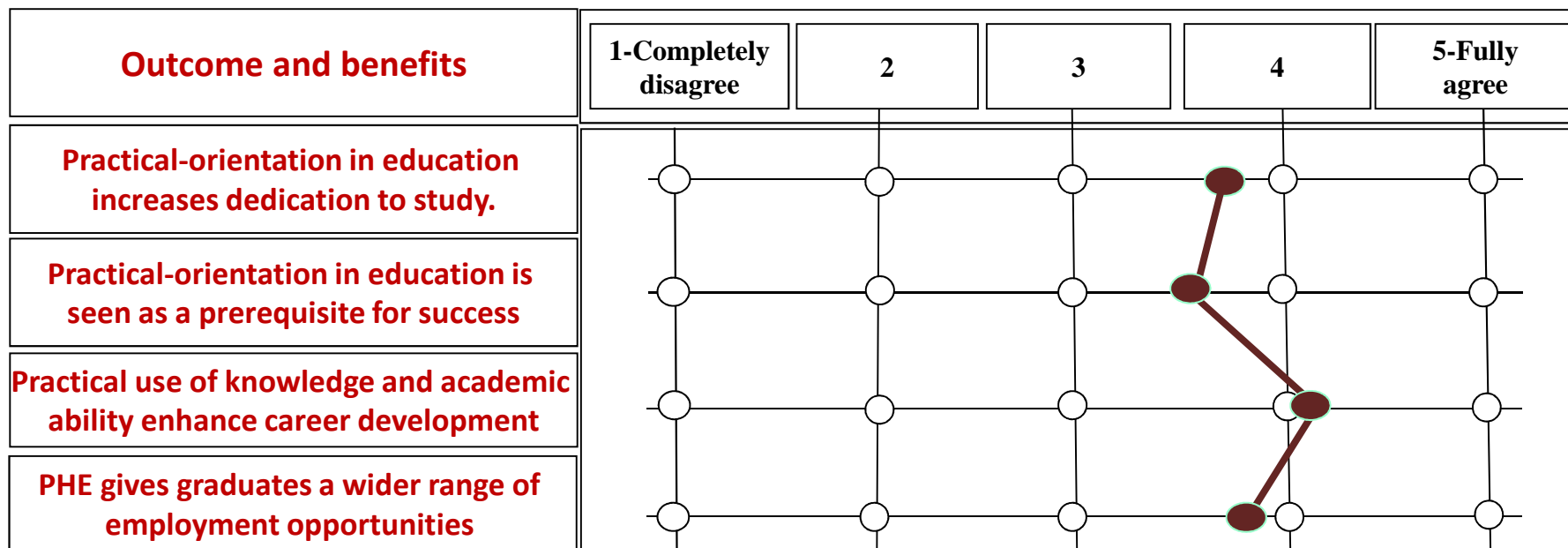




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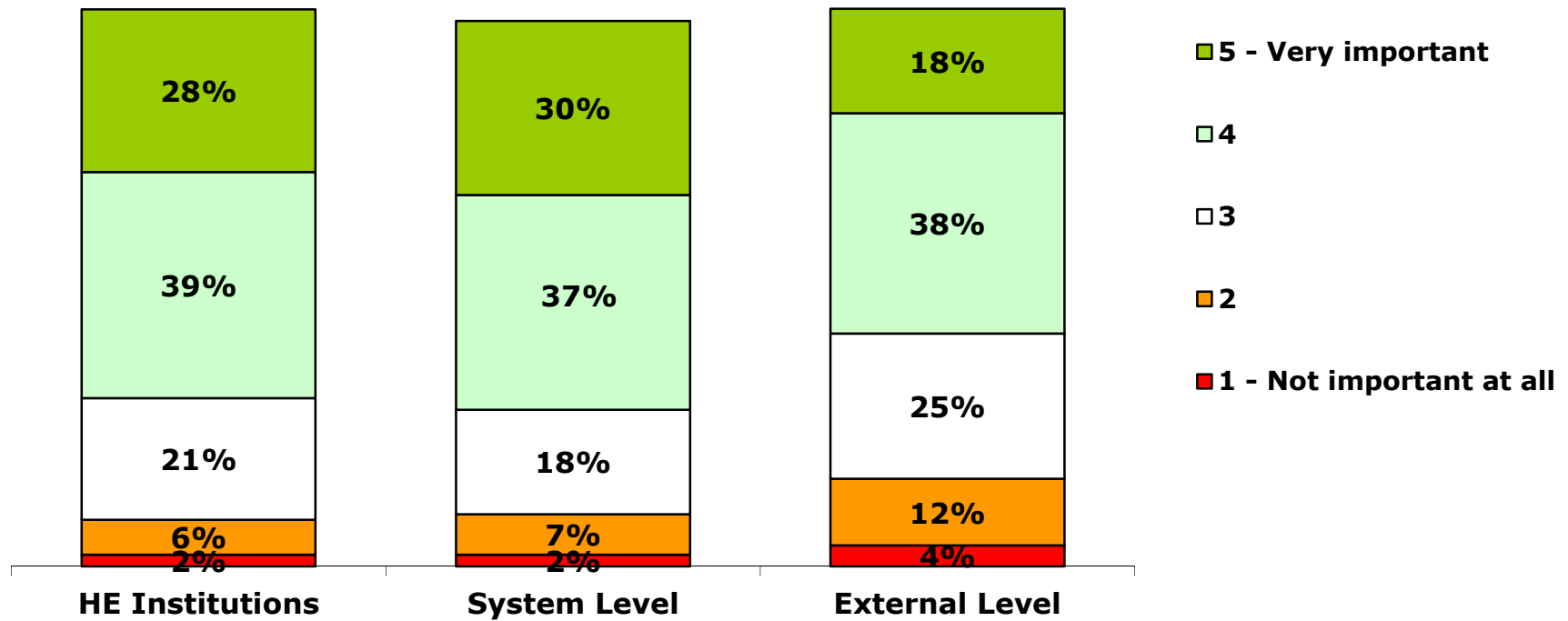




Meaning and Forms
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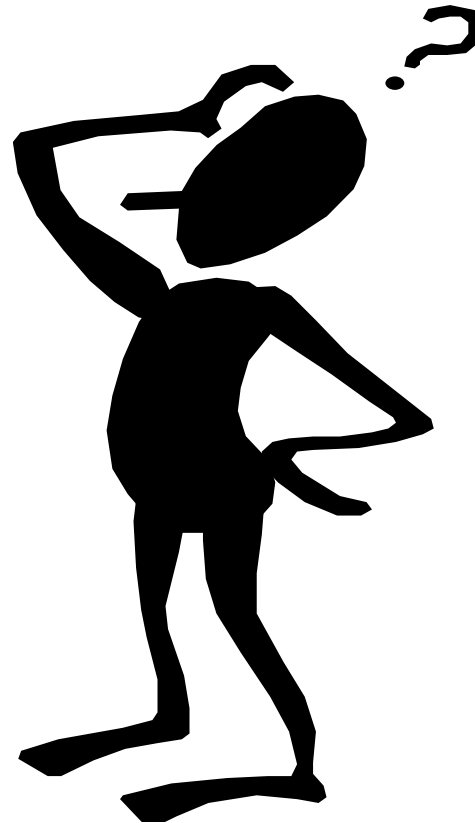
Q10: IF ANY - What are the main drivers for PHE in your country?

Employability of graduates





Questions about the Diversity in Education in Europe





Discussion about the Diversity in Education

- Will the importance of PHE further increase and if so why?
- How to improve HE offerings to be adequate to market needs?
- How to improve the relationship between HEIs and employers?



Discussion about the Diversity in Education

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- How to improve HE offerings to be adequate to market needs?
- **How to improve the relationship between HEIs and employers?**



Thank you very much!

- More about the HAPHE project:
<http://eurashe.eu/projects/haphe/>,
- More about DHBW: www.dhbw.de