Johan CLOET
Moscow, 2015, September 25th

Professional Higher Education as a solution to the economic crisis
Changing Society: ongoing and unpredictable

- Societal changes: knowledge society, role of education
- Economy & Labour market changes: globalisation, changing economic structure, economic crisis;
- Technological changes – ICT revolution...
- Cultural changes – priorities, mobility, flexibility, personal development...
- Yerevan Ministerial: Relevant Higher Education
• **EURASHE** is the European association of European Higher Education Institutions (HEIs) that offer *professionally oriented* programmes and are engaged in applied and *profession-related* research.
Supporting Professional Higher Education in Europe

EURASHE strategy framework

PHE Mission
- Role & Position
- Characteristics
- Social Dimension

Education & Learning
- Employability
- Lifelong Learning
- Qualification Frameworks
- Recognition of Prior Learning
- Student Centred Learning
- Methods & Student Assessment
- Mobility

Innovation & Development
Applied Research Promotion & Specifics including
- Innovation of Professions
- Innovation of Teaching/Learning
- Regional Development

Quality
- Accreditation & Evaluation
- Quality Management & Enhancement
- Transparency Tools

Sustainability
Professional Higher Education as an answer

Higher Education that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the Qualifications Framework of the European Higher Education Area. Its function is to diversify learning opportunities, enhance employability, stimulate innovation, for the benefit of learners and society.
Supporting Professional Higher Education in Europe

Where are we coming from?

- Learning is too abstract
- Graduates are jobless
- Businesses highlight skill-gaps
- Weak, jobless economy

Diverse learning opportunities
- Multitude of learning pathways – apprenticeships, learning by doing, learning while working

Enhanced employability
- Giving students the ability to get jobs

Offering qualifications
- Offering skills

Stimulating innovation
- Creating jobs
Where are we Going?

- **diverse learning opportunities**: Multitude of learning pathways – apprenticeships, learning by doing, learning while working.
- **enhanced employability**: giving students the ability to develop a career.
- **offering qualifications**: Offering skills.
- **stimulating innovation**: Creating jobs.
**Employability** is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life.

The USEM model (Knight and Yorke, 2004) outlines employability as four broad and inter-related components:

- Understanding
- Skillful practices (including deployment of skills)
- Efficacy beliefs (including students views of themselves)
- Meta-cognition (including self-awareness and a capacity to reflect on learning)

(University of Edinburgh)
### Source | Skills/competencies
--- | ---
National Committee of Inquiry into Higher Education (Dearing Report) | Communication skills, numeracy, the use of information technology, learning to learn
Qualifications and Curriculum Authority | Communication, application of number, information technology, working with others, improving own learning and performance, problem solving
Bangor University, University of Wales | Communicating, analytical thinking, interpersonal skills, managerial skills, mathematics and information technology, creativity, enquiry and research
Huddersfield and University of Lincolnshire and Humberside | Communication, application of number, IT, problem solving, working with others, improving own performance
Luton University | Information retrieval and handling, communication and presentation, planning and problem solving, social development and interaction
University of Northumbria at Newcastle | Managing and applying intellect, self-management, working with others, effective communication, IT, use and application of mathematics
University of Sheffield | Communication, teamwork, problem solving, managing and organising
Teesside University | Use of IT, research skills, critical thinking, problem solving, information, gathering, decision making, communication/presentation, public speaking, group skills, negotiating, influencing, persuading, interviewing, consulting, leading discussions, intellectual skills
University of Wolverhampton | Communicate effectively, organise, gather information, use IT, act independently, work in teams, numeracy
### Examples of skills/competencies frameworks: frameworks from research studies

<table>
<thead>
<tr>
<th>Source</th>
<th>Skills/competencies</th>
</tr>
</thead>
</table>
| Smith, et al. (1989) | **Personal transferable skills:**  
|  | Problem solving, communication, working in a group (e.g. working in a team, ability to lead, ability to negotiate...) |
| Harvey et al. (1992): “Someone who can make an impression” | 15 qualities:  
|  | Effective communication, team work, ability to solve problems, analytic skills, flexibility and adaptability, self-skills (confidence etc.), decision making skills, independent judgment |
| Allen (1991): “Improving the Personal Skills of Graduates” | 8 categories of transferable personal skills:  
|  | Organising, social and group, communication and linguistic, creative, cognitive, contingency, self-managing, physical |
| Harvey and Green (1994): “Employee Satisfaction Summary” | **Generic or core skills:**  
|  | Willingness to learn, team work, problem solving and a range of personal attributes including commitment, energy, self-motivation, self-management, reliability, co-operation, flexibility and adaptability, analytic ability, logical argument and ability to summarise key issues. |
| Association of Graduate Recruiters (1995): “Skills for Graduates in the 21st Century” | **Self-reliance skills, or career management skills and effective learning skills, including:**  
|  | Self-awareness, self-promotion, exploring and creating opportunities, action planning, networking... |
| Harvey et al. (1997): “Graduates’ Work: organisational change and students’ attributes” | **Attributes of graduates:**  
|  | Personal attributes (knowledge, intellect, willingness to learn...), interactive attributes (communication, team working, interpersonal skills) |
| Knight and Yorke (2003) | **USEM model of employability:**  
|  | U: (Subject) Understanding  
|  | S: Skills  
|  | E: Efficacy beliefs, students self-theories and personal qualities  
|  | M: Meta-cognition (encompassing self-awareness regarding the student’s learning, and the capacity to reflect on, in and for action) |
University of York, dep. Chemistry
EMERGING MODES OF COOPERATION BETWEEN PRIVATE SECTOR ORGANISATIONS AND UNIVERSITIES (EMCOSU)

1. Participation of business people in study, teaching and research activities
2. Cooperation with HEI’s career offices
3. Cooperation with institutes focused on UBC
4. Cooperation with incubators for the development of new businesses
5. Participation in the activities of alumni networks
6. Participation of business people on HEI boards
7. Participation of academics on company boards
Over the next years, industry demand for employees with qualifications combining practical skills and academic higher education will increase.
What is PHE?

Characteristics of Professional Higher Education

- Strong focus on practical application of research
- Strong focus on practical application of study
- The study programme is focused on practical aspects of the specific job profile
- The study program includes extended phases of practical experiences in form of internships and/or work experiences
- The curriculum emphasises practical aspects and elements for development of skills and competence
- Collaboration between higher education institutions and the industry going beyond higher education provision but also...
- Higher education providing qualifications to non-traditional groups (adult learners disadvantaged groups) with flexible...
  Higher education providing education and training for update/upgrade of qualifications of students with working...
  The combining of academic and professional elements
Differences between PHE & AHEI

What institutions think of themselves

- **University (academic)**
  - Clear focus on academic-related knowledge and fundamental research: 80%
  - Education focuses on knowledge and its development: 70%
  - Focus on groundbreaking research (fundamental research): 60%
  - Profession-oriented education and training: 50%
  - Education focuses primarily on employability in a wider meaning (ability of employment over a lifetime): 40%
  - Programme delivery includes cooperation with employers: 30%

- **PHE Institutions**
  - Clear focus on academic and profession-related knowledge and research: 80%
  - Focus on practice relevant knowledge and applied research mainly: 70%
  - Education focuses on knowledge and its development: 60%
  - Profession-oriented education and training: 50%
  - Education focuses primarily on employability in a wider meaning (ability of employment over a lifetime): 40%
  - Programme delivery includes cooperation with employers: 30%
PHE as an answer: conclusions

• Relevant Higher Education adapts to the needs and shapes society;
• Need for cooperation with the world of work at all levels: governance, education, research, service to society;
• Focus on employment and self-employment: education and innovation go hand in hand;
PHE as an answer: conclusions

- Offers programmes oriented to different target groups and needs of learners, especially in life long learning.
More Information on the European Association of Institutions in Higher Education

Website
www.eurashe.eu

Email
eurashe@eurashe.eu

Brussels Secretariat
Tel: 0032 (0)2 211 41 97
Fax: 0032 (0)2 211 41 99

More ways to stay in touch with Professional Higher Education

www.facebook.com/eurashe
www.linkedin.com/company/eurashe
www.twitter.com/eurashe
www.youtube.com/eurashe