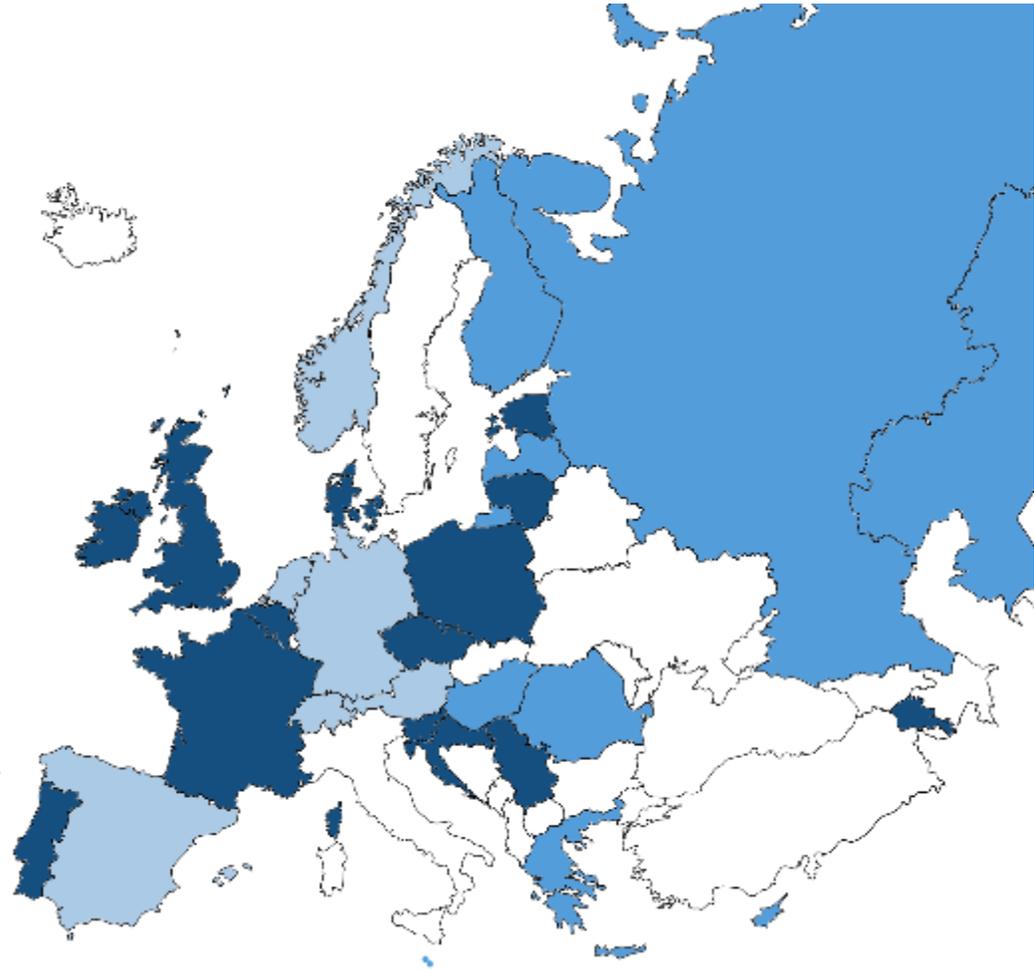




European applied research  
as one of EURASHE key topics

# EURASHE members

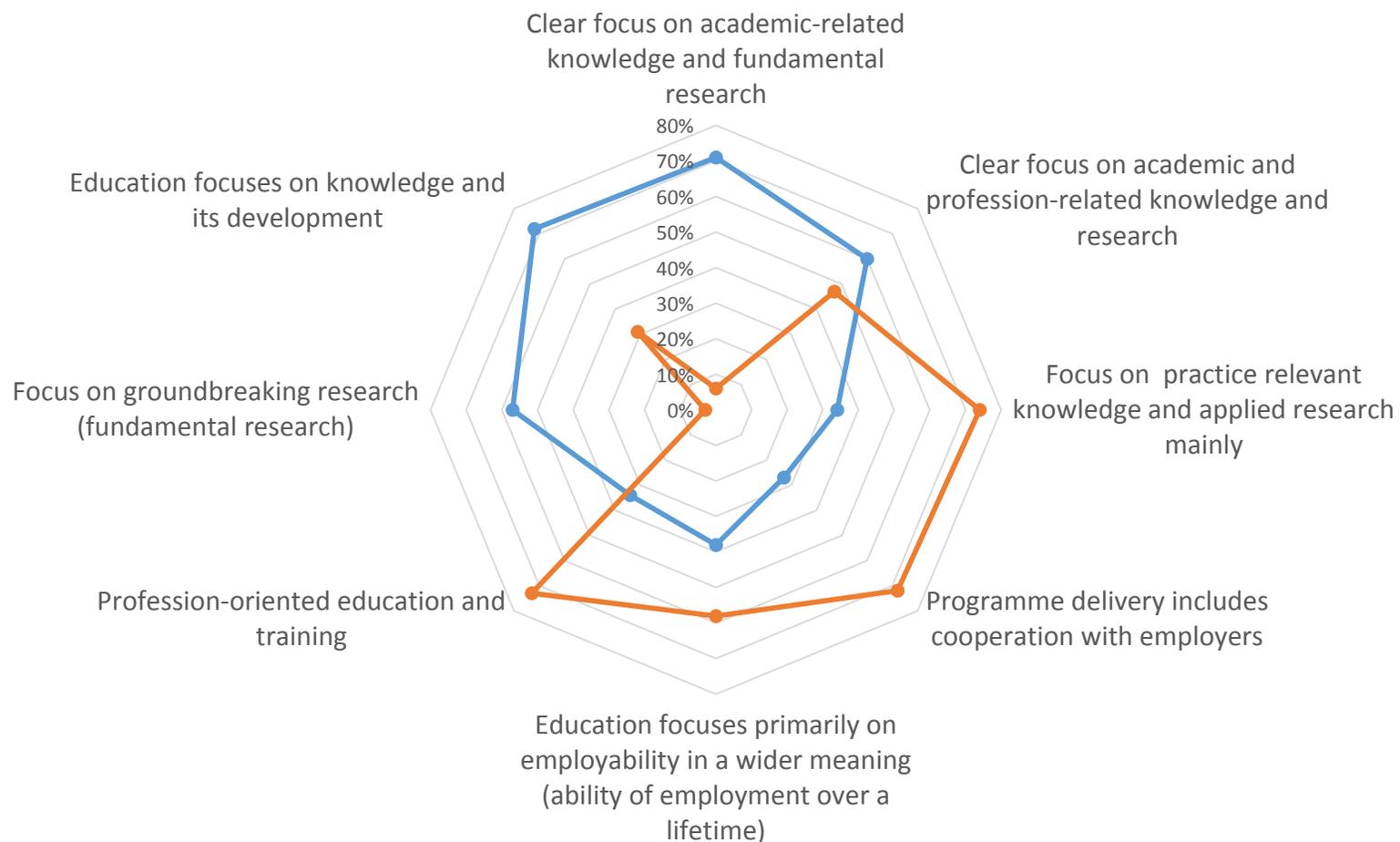
- 15 national associations:
  - Armenia, Belgium (2), Croatia, Czech Republic, Denmark, Estonia, France, Ireland, Lithuania, Poland, Portugal, Serbia, Slovenia, United Kingdom
- 36 individual institutions:
  - Armenia (2), Croatia (3), Cyprus (4), Finland (2), France, Greece (7), Hungary, Kazakhstan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



# Differences between PHEI & AHEI

What institutions think of themselves

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



# Professional Higher Education: EURASHE Definition

- Professional Higher Education is a form of **Higher Education** that offers a **particularly intense integration with the world of work** in all its aspects, including **teaching, learning, research and governance** and at **all levels** of the overarching **Qualifications Framework of the European Higher Education Area**.
- Its function is to diversify learning opportunities, enhance the employability of graduates, offer qualifications and stimulate innovation, for the benefit of learners and society.
- The world of work includes all enterprises, civil society organisations, and the public sector. The intensity of integration with the world of work is manifested by a **strong focus on the application of learning achievements**. This approach involves combining **phases of work and study**, a concern for **employability**, cooperation with **employers**, the use of **practice-relevant knowledge** and **use-inspired research**.

# Characteristics & Criteria

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

# Characteristics & criteria: POLICY & STRATEGY

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>POLICY AND STRATEGY</b> <i>How is PHE embedded and represented in the overall strategic policies and framework of higher education institutions.</i>		
<b>Policy and Strategy Integration</b>	Integration of the world of work into policies and strategic framework	Institutional policies and strategies are defined in collaboration with the world of work.
<b>Objectives and Outcomes</b>	Main objectives in relation to the outcome of PHE	<p>PHE specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students.</p> <p>The emphasis is on learning outcomes and use-inspired research.</p>
<b>Regional Integration</b>	Engagement with its regions and contribution to their development	PHE is strongly embedded in regional partnerships with the world of work.

# Characteristics & criteria: TEACHING & LEARNING I

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>TEACHING AND LEARNING</b> <i>How is teaching and learning influenced through the specific characteristics of PHE</i>		
<b>Methods of Curriculum Development</b>	Curriculum development refers to <ul style="list-style-type: none"> <li>• methods of learning</li> <li>• design and development of curricula</li> <li>• learning objectives and outcomes.</li> </ul>	Curricula are developed by academia in collaboration with stakeholders, in particular from the world of work, taking into account the future needs of the practice and context of employment.
<b>Learning Outcomes</b>  <u><i>The Why</i></u>	The learning outcomes refer to what a learner is expected to know, understand and be able to do as the result of a process of learning.	The learning outcomes reflect essential knowledge, skills and attitudes related to the specific professional requirements, but should not be limited to this. In addition, students acquire professional and life skills which enable them to act successfully, in an innovative and self-organised way in a changing work environment. The involvement of students in research, development and innovation activities leads them to better professional practice.

# Characteristics & criteria: TEACHING & LEARNING II

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>TEACHING AND LEARNING</b> <i>How is teaching and learning influenced through the specific characteristics of PHE</i>		
<b>Content for Teaching and Learning</b> <u><i>The What</i></u>	The content comprises <ul style="list-style-type: none"> <li>• working methods,</li> <li>• practice examples,</li> <li>• a syllabus and other materials.</li> </ul>	The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations. The content is informed by the latest research, trends and references from both the world of work and academia.
<b>Learning Methodology</b> <u><i>The How</i></u>	The learning methodology comprises: <ul style="list-style-type: none"> <li>• the learning design,</li> <li>• the assessments needed to achieve the learning outcomes.</li> </ul>	The learning methodology comprises methods of active, collaborative and self-organised learning and while focusing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL), or any other authentic learning situations. Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment..

# Characteristics & criteria: TEACHING & LEARNING III

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>TEACHING AND LEARNING</b> <i>How is teaching and learning influenced through the specific characteristics of PHE</i>		
<b>Learning Environment</b> <u><i>The Where</i></u>	The learning environment refers to the surroundings and conditions in which learning takes place	The learning environment includes experience within Institutions as well as outside, in the world of work. Significant practice phases and/or job experiences serve to reflect theory in a practical context.
<b>Programme Team</b> <u><i>The Who</i></u>	The programme team refers to all persons involved in the design, delivery and assessment of learning, including visiting lecturers, professionals and support staff	At the programme level, the team shows a combination of academic background and relevant experience from the world of work.

# Characteristics & criteria: RESEARCH, DEVELOPMENT & INNOVATION

CHARACTERISTICS	DESCRIPTION	CORE CRITERIA
<b>RESEARCH, DEVELOPMENT &amp; INNOVATION (RDI)</b> <i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level</i>		
<b>RDI Agenda</b>	The scope of the RDI activity	The RDI agenda is informed by the world of work in order to meet the needs of society and of the world of work.
<b>RDI Process</b>	The way RDI meets the needs of society and the world of work	<p>Researchers seek and provide input from and to the world of work and value stakeholders' requests and contributions.</p> <p>The RDI process respects the nature of the inputs and can include various types of research activities and scholarship.</p>
<b>RDI Outputs and Outcomes</b>	The expected result of RDI	RDI outcomes aim to be relevant to the world of work, and society. In addition to traditional outputs, such as licenses, patents and publications, RDI outcomes are solution-oriented with tangible benefits for the world of work and society.

# Research in EURASHE policy paper

- Recommendations for the 2015 Yerevan Ministerial Conference (April 2015)
  - Recognize applied RDI as an integral part of educational process
  - Give applied research structural access to funding for RDI activities
  - Develop a set of research outcome indicators in line with applied RDI
- Applied research actions:
  - Develop collaboration with world of work
  - Focus on innovation capacity in institutional development
  - Develop a methodology for staff development and talent management oriented to innovative capacity
  - Define RDI competences

# EURASHE applied RDI

- UAS4EUROPE
- Policy work promoting applied research
- Cooperation with U-Multirank
  - Pilot on developing applied RDI indicators
- Regional applied RDI event 6-7 December in Bratislava
- UAS4EUROPE conference for research practitioners (Brussels, March 15, 2017)

Universities of Applied Sciences

## UAS4EUROPE: Smart Partnerships for Regional Impact



- EURASHE, UASnet, swissuniversities, Hochschule Bayern e.V., Austrian FHK
- Launch in May 2016 in Brussels
- Key points on UAS position as
  - regional actors
  - international key players
  - competent project leaders & evaluators
  - consulting bodies
  - contributors to European entrepreneurship

<http://uas4europe.eu/>

# UAS as regional connectors:

- Experts with the right connections, cooperation on a permanent basis within the region
  - Traditional universities, SMEs, industry, civil society and local and regional authorities
- UAS are in constant contact with the World of work & other stakeholders
- Able to quickly respond to regional and market needs (research and curricula)
- Active student engagement in regional cooperation (internships, projects, etc.)

# Role of UAS within region

## Tasks

- Initial Education which diversifies pathways, approaches and access
- Applied Research -innovation potential of companies and public institutions;
- Lifelong Learning to increase the qualification, mobility and flexibility of existing staff

## Challenges

- Recognition of role and relevance of the research and other activities done by UAS for WoW, regions, communities & innovation
- Relevant funding schemes
- Smart Partnerships for Regional Impact as a part of EU programmes

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

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