

# Conference ‘**Creating Relevant Learning Experiences; employers’ involvement with higher education**’



Leuven, Belgium  
14-15 June 2018

## Rationale

The conference contributes to approaches that higher education, employers and other stakeholders can take to structure and implement strategies and curricula to enable students and employees to learn through, for and in work environments. Work-integrated learning (WIL), work-based learning (WBL) and apprenticeships have already started to develop these relationships and the conference looks at the key skills employers look for, and how these essential competencies can be embedded in HEIs' curricular and structures.

The conference will provide expertise and discussion to provide practitioners, educational managers and policy makers with the opportunity to gain greater insight into how the challenges and gaps of work and learning issues can be overcome and to develop the pedagogy and systems to the benefits of engagement with learning for and in work. The conference will disseminate the findings of the Beehives Project <https://beehives.de> and draw upon the expertise of academics in the field through papers and presentations.

### Conference Themes:

- University Business Cooperation (UBC)/ Employer engagement
- Apprenticeships and work-based Learning
- Internships and placements involving employers and stakeholders
- Policy developments in professionally oriented higher education
- Pedagogies for a professional practice oriented curriculum
- Students' work-based projects
- Work-based curricula and assessments

A key part of the EU Modernisation Agenda for Higher Education (HE) is a reform of HE to meet the requirements of the labour market with emphasis on relevant skills, qualifications and graduates' employability. A problem lies in the lack of a strong cooperation, understanding and interaction between institutions and businesses. Reflecting that, various new types and forms of professionally-oriented HE have emerged, mostly at level 5 and 6 of EQF for example, degree apprenticeships, placements, internships and innovative curriculum developments but also across all H.E. levels, for example access courses that span levels 3 and 4; 5 and 6; and at the other end of the spectrum professionally oriented Masters degrees, Professional Doctorates and Industrial PhDs. The dynamics of these developments have led to a raising of awareness of the needs of HE students in relation to their future careers with some qualifications traditionally falling within the HE remit and new qualifications being developed, yet the whole new dynamic of these initiatives still needs to be clarified and defined and adopted across Europe.

Work-based and work-integrated learning and dual / cooperative training in all its forms is a flexible tertiary education model that serves the various interests of society. These are the educational remit of the state, the requirement of trade and industry for highly qualified skilled workers, the opportunity for both young people and older people to continually develop their learning in a practically oriented manner. effective co-operation between the fields of education and the world of work, companies and enterprises becoming more engaged with work based and work integrated learning, students both contributing and being served by a strategic triangle of university, student and employer will be the main issues of the conference along with how existing models can be developed further. The results of the conference are a contribution towards generating or specifying policies and good practices in collaboration among the three stakeholder; H.E Institutions, world of work and students.

The importance of work-based and work-integrated learning is that it helps develop skills and abilities that are fit for our modern day lives and can assist people in being prepared for and finding professional roles. According to the statistics, in countries where apprenticeship or dual training represents a larger part of the education system, youth unemployment is lower and graduates participated in work oriented training programmes spend less time without jobs. Although these work-based and work-integrated learning practices clearly offer an advantage, they are still not widespread practises in Europe.

The proposed approach of the three conference partners refers to all levels of the QF European Higher Education Area (EHEA), embracing other providers where relevant offering high level qualifications. It should also be noted that the situation and challenges of work-based learning and dual training differs in countries in Europe. There is agreement that the common

distinctiveness and underlying strength of HE provision should be its strong systematic engagement and integration with practice, particularly the world of work and its requirements.

The research results of the project BEEHIVES which has worked at the boundaries between traditional HE, and more professionally oriented HE will be presented. Beehives aims to equip education institutions offering EQF-level 5 qualifications and above, the tools and measures to improve employer involvement in all programme development processes and develop measures that are applicable across all sectors thereby achieving permeability. Hence BEEHIVES will focus on a specific relation and interaction between HE institutions, employers/labour market and students within the "strategic (partnership) triangle". Tools and measures for a better strategic collaboration and award processes will be presented and discussed in work-shops – showing how institutions can strengthen employer engagement through involvement such as programme and curriculum design, validation, accreditation, core processes of collaboration, – providing employers and the needs of the labour market with the central role that education can offer. Participants of the work-shops will discuss how to boost collaboration between the different parties and how dual training can provide work force that is productive and committed to the employer.

Presentations and key note speeches at the conference will highlight that due to the forward thinking of some HE Institutions and reforms introduced in the UK, Belgium, Germany, the Czech Republic work-based and work integrated learning has gradually developed and gained significant standing in some networks of HEIs. The conference will offer the opportunity to engage with WBL/WIL in HE through papers, presentations, good practice case studies and the dynamic literature that has developed since the mid 1990s. The Work and Learning UK network will therefore offer papers developed through its 25 year developments in this area. These include UBC issues, curriculum development and pedagogy as well as underpinning theories that support practice-based approaches to learning and teaching.

Presenters will discuss the associated general conditions for the role and responsibility of the stakeholders involved (e.g. the state, companies, trade unions, learners) and to identify joint elements of the strategic collaboration and the major themes in various models of education. One main focus will be the role of the companies as the bodies that play a crucial role in the strategic triangle and dual training system model. Employer involvement

Presentations, discussions and papers may raise the following questions:

- How can University Business Cooperation be strengthened?
- How can the necessary key-competences be embedded into curriculum initiatives?
- What strategies can be used for curricula to adapt to current and emerging labour market needs?

# CONFERENCE PROGRAMME:

Thursday, 14 of June, 2018

AULA ZRP

12.30-13.10 Registration (a light lunch will be offered from 12.30)

13.10-13.25 **Welcoming words:** Klaas Vansteenhuyse, Head of International Office, UC Leuven Limburg; Michal Karpišek, Secretary General of EURASHE

13.25-14.05 **Opening key-note by Professor David Boud, Middlesex University**

'Taking work seriously: new challenges of work and learning in higher education'

14.05-14.20 **Posters presentations (coffee will be served 14.05)**

- *Poster presentation* **Implementation of the curriculum of the cooperative bachelor study program Smart Engineering**, Katalin Szondy
- *Poster presentation* **Student experiences of using virtual laboratory simulations to develop skills as preparation for the professional work place**, Elizabeth Buckland
- *Poster presentation* **Placement and internship models in the UK – Collaborative practice through social enterprise with large and small companies**, Martin Edmondson

14.20-14.50

## Paper presentations

## Workshops

A 110

A 111

A 112

F 104

F 105

**How do we solve a problem like levelling the employability playing field?**

*Mona Vadhver, Satya Autar*

**The Hybrid Education Model: An Evolution Triggered by an Identity Crisis at Higher Colleges of Technology**

*Dr. Ahmed Samy, Dr Marko Savic*

**Recognising the unrecognised: the impact of Mode 2 Knowledge and Intrapreneurship**

*Dr Anita Walsh*

**The ways to developing key competences for the world of work**

*Jan Beseda*

5 min break

14.55-15.25

**Integrating Entrepreneurship and Work Experience into Higher Education**

*Robert Wagenaar*

**The journey to professionalism: Factors influencing effective construction of hybrid educa**

*Dr. Addel Al Ameri, Baraa Yousuf*

**Joining forces for employability: the strategic collaboration between UC**

**Leuven-Limburg (UCLL) and VDAB**  
*Irene Hermans*

**Dedicated Education Units in European Health Care Organisations**

*Sandra Martin*

15 min refreshments

15.40-16.10

**Challenges for the implementation of wbl/dual learning programmes**

*Lies Wijnants*

**Examples of good practices collaboration between higher education and business, local/regional environment**

*Maja Švent*

**Is it worth it? How do participants experience of work-based learning shape their professional identity?**

*Joanna Booth*

**Supporting SMEs in developing work-based learning programmes**

*Marko Grdosic*

5 min break

**How to boost the Cooperaton between PHE Institutions, Employers and Students**

*Raimund Hudak*

**Areas and actions for a productive collaboration between higher education, employers and students**

*Herman Van de Mosselaer*

**Management learning as content and process: Using simulation to prepare undergraduates for 'real world' business**  
Caroline Ennis

**BrightStart Program – Towards new learning with Deloitte Portugal – a Higher Education Initiative**  
Karla Albuquerque  
Perreira and Nuno  
Pina Gonçalves

**Work-based Learning Pedagogies: Engaging in Progressive Higher Education through Work & Learning**  
Dr Paula  
Nottingham and Dr  
Elda Nikolou-  
Walker

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**Areas and actions for a productive collaboration between higher education, employers and students**  
Herman Van  
de Mosselaer

## AULA ZRP

**16.45-17.50** UBC in Europe case studies – 20 x 20 session

- **The implications of Digitalisation on employability in a Business School**, Dr Ann Parchment
- **Employer and part-time student perceptions of virtual laboratory teaching and assessment resources**, Chrystalla Ferrier

### Questions and answers

- **A partnership approach to work based learning**, Dr Darryll Bravenboer, Professor Carol Costley
- **Dairy Crest Innovation Centre at Harper Adams University**, Annette Creedon
- **The Young Investigator Network. An example of University-Business Collaboration from University of Copenhagen, Denmark**, Lise Lawaetz Winkler
- **Student Support and Career Development Centre**, Romina Kućar

### Questions and answers

**17.50** A word of welcome by Marc Vandewalle, President of UC Leuven-Limburg

**18.00** Conference cocktail (at the UCLL premises)

**19.30** End of the day

# Friday, 15 of June, 2018

AULA ZRP

08.30-09.00 Registration and coffee

09.00-09.30 Keynote speech by Professor Ulf-Daniel Ehlers, Vice-President of EURASHE

'Future Skills for Tomorrow's Graduates: Turning Higher Education in Europe'

09.30-10.30 Round table discussion "Balancing expectations over Higher Education"

Moderator: Arti Saraswat, Association of Colleges

- Professor David Boud, Middlesex University
- Professor Ulf-Daniel Ehlers, Vice-President of EURASHE
- Olga Borodina, Nestlé
- Helge Schwitter, European Students' union

30 min refreshments

11.00-11.30

## Paper presentations

F104

**Deployment of Regional Innovation Policies and Strategies counting on the collaboration of VET centres (European Level 5) and SMEs in the Basque Country**  
*Victor Arias*

F105

**Maximising the impact of Work Based Research Projects for service development in health and social care**  
*Ruth Miller*

F107

**Making Workplaces a Place of Learning: Supporting a Learning Environment at the Scottish Prison Service**  
*Katrina Morrison*

F109

**Bridging the gap between practitioner research in teacher education and the professional field**  
*Els De Smet*

5 min break

11.35-12.05

**Integrating Policy for Establishment of Regional Centres for PHE Excellence**  
*Alicia-Leonor Sauli-Miklavčič*

**The Student Perspective-working with Providers and Employers**  
*Nick Davy*

**Developing iPLA (APEL) Requests with Labor Leaders Utilizing the Threshold Learning Model**  
*Thomas Kerr*

**Making Learning Relevant; Connecting the Workplace and the Curriculum**  
*Tracey White*

AULA ZRP

12:05 – 12:30 Closing words "Our take aways"

Professor Carol Costley, Work and Learning Research Centre, Middlesex University, UK

12:30 Light lunch

## KEYNOTE SPEAKERS

### PROFESSOR DAVID BOUD, MIDDLESEX UNIVERSITY



David Boud is Foundation Director of the Centre for Research in Assessment and Digital Learning, Deakin University, Emeritus Professor at the University of Technology Sydney and Professor of Work and Learning at Middlesex University, London. His research is in the areas of learning and work and assessment in higher and professional learning. He is one of the most highly cited Australians in the field of teaching and learning in higher education.

He holds an Honorary Doctorate from Linköping University, Sweden, is an Australian Learning and Teaching Senior Fellow (National Teaching Fellow) and is a former President of the Higher Education Research and Development Society of Australasia. His forthcoming book (with various others) is *Developing Evaluative Judgment in Higher Education: Assessment for Knowing and Producing Quality Work*, London: Routledge.

### PROFESSOR ULF-DANIEL EHLERS, EURASHE



Ulf is a learning innovation expert and has been appointed Professor for Educational Management and Lifelong Learning at the Baden-Württemberg Cooperative State University in Karlsruhe in 2011. From 2011-2016 he held the position of Vice-president at the same university and has been responsible for Quality and Academic Affairs. He held positions as Associate Professor of University Duisburg-Essen (Germany), Professor for Technology Enhanced Learning of University Augsburg (Germany) and Associate Professor of the Graduate School for Management and Technology of the University of Maryland University College (USA).

Ulf is a featured keynote-speaker and speaker to audiences in more than 45 countries and is author of more than 150 scholarly articles with over 3000 academic citations. Ulf is an educational scientist and holds degrees in English Language, Social Sciences and Educational Sciences from the University of Bielefeld, where he finished his Ph.D. with honors in the field of Technology Enhanced Learning in 2003. He was awarded a Habilitation in 2008 from the University of Duisburg-Essen.

In his research he established a groundbreaking model for quality from the learner's perspective and an internationally awarded quality culture model for educational organisations. He has created many international, European and national projects on education quality, ICT and learning in all education sectors and almost all continents. Ulf is founding member and past President of the European Foundation for Quality in E-Learning (2011-2014), has been President of the Society for Media in Science as well as serving on advisory boards to several professional associations in the field.

## SPEAKERS (PAPER PRESENTATIONS AND WORKSHOPS)

### 1. THE JOURNEY TO PROFESSIONALISM: FACTORS INFLUENCING EFFECTIVE CONSTRUCTION OF HYBRID EDUCATION SYSTEMS

There have been an increasing interest in hybridizing education systems by embedding professional certifications and qualifications (PCQ) in its academic composition all over the world (Knapp, Maurer & Plachkinova 2017; Brandon 2017; Kaemingk, et al. 2016), however, literature reveals limited studies on necessary provisions to increase effectiveness in the construction process of such systems. The goal of this study is to zoom into the ultimate benefits of hybrid education systems for Key stakeholders, in an attempt to shedding some light on the factors that can contribute to increased effectiveness of embedding PCQ into Academic Programs.

He study highlights the advantages of embedding PCQ in academic curriculums, the requirements of such systems that addresses challenges hindering its successful implementation within academic context. Additionally, the study highlights the main key stakeholder benefiting from Hybrid Education Systems, and the consequent positive impact on the UAE economy at large. A framework composed of four pillars, four PCQ levels, and a lifecycle of five phases to manage the embedding of PCQ into Academic Programs is devised based on the results of this study and proposed for HEIs at the end of this paper.

#### **AUTHORS:**

#### **Dr. Addel Al Ameri, Higher Colleges of Technology (HCT)**



Strategist and Thought Leader of the Productization movement in UAE Education. Introducing Industry leadership and management next practices for the enhancement of UAE Academic Operations efficiencies and stakeholders' benefits realization. Leading his team to support UAE Government effort in enriching UAE economy with the supply of talented UAE nationals who have knowledge, skills and attitudes crafted to meet the demands of UAE Regulators and Employers.

From his capacity as the Higher Colleges of Technology (HCT)\* Deputy Vice Chancellor for Strategy and Future, Dr. Addel sponsored and directed the establishment of the HCT Professional Certification Unit and the development of the HCT Professional Certification and Qualification (PCQ) Framework. In addition to the establishment of the first HEI Transformation Program Management Office in the region. Dr. Addel founded Azmina (i.e. Times) Solutions in 2015; directed the Communication Unit of the HCT in 2015; and was the Managing Director of Abu Dhabi Vocational Education and Training Institute (ADVETI) in 2011.

Additional to being experienced Strategist with a demonstrated history of working in the higher education industry. Dr. Addel also has interest and experience in E-Learning, Coaching, Organizational Development, and Instructional Design, with strong research focus on Operations Research. \* HCT is the largest Higher Education Institute (HEI) in the UAE, with more than 20,000 enrolments. Focused on Applied Education and the pioneering HEI in embedding UAE industry relevant Professional Certifications and Qualifications across all Academic Programs and throughout all graduates exit points, since 2016.

#### **Baraa Yousuf, Higher Colleges of Technology (HCT)**



From Classroom to Boardroom trip advisor, supporting UAE Government effort in graduating Academically sound and Professionally Certified responsible UAE citizens, equipping them with roadmaps to their ultimate career destinations. Baraa as Transformation Advisor at the Strategy and Future Division of the Higher Colleges of Technology (HCT)\*, established the HCT Professional Certification Unit and developed the HCT Professional Certification and Qualification (PCQ) Framework. Constantly engaging UAE Regulators, Professional Associations, Employers and Academicians with internationally respected PCQ Awarding Bodies to pave the way for young Emiratis in their pursuit of Professional success.

Baraa founded the HCT Project Management Academy in 2014; Presented between 2011 and 2013 at various conferences her work on learning with Digital Narrative and Social media tools; Pioneered the HCT Technology Festival authentic pedagogies for Project Management learning in 2010; Directed the development of the longest Lego railway project in the UAE with HCT students in 2008; lead Microsoft MENA Outbound Call Center training strategy and operations in 2005, as well as, the Arabization development team of SIMA International for Advanced Technologies in 2001.

Baraa Yousuf is a practitioner and lecturer of IT Strategy and Governance, Project Management, Business Analysis, MIS, and TQM since 1999. Baraa is also Opportunities visualizer, anti-labeling, Big Pictures fan, enjoys listening to Guy Raz TED radio hour, and reading Ryan Holiday books. Always trying to stay connected with the cosmos.

## **2. DEPLOYMENT OF REGIONAL INNOVATION POLICIES AND STRATEGIES COUNTING ON THE COLLABORATION OF VET CENTRES (EUROPEAN LEVEL 5) AND SMES IN THE BASQUE COUNTRY.**

The connectivity and density of Basque VET centres (European level 5) as agents of proximity for SMEs has allowed them to effectively become innovation catalysts. When VET centres work alongside companies they offer innovation support services to respond to companies' technical and technological problems but they are also able to offer students new learning methods and incorporate new management forms into the centres themselves.

The future will require great collaboration between VET centres and companies on innovation projects that will become increasingly technically complex and will require the combination of different knowledge areas.

The challenge is to guide innovation systems towards creating new opportunities and jobs. To do this, we need to be one step ahead of industry needs and proactively seek out opportunities to create new products or production processes and activities in emerging sectors that lead to both greater company competitiveness and student employability.

To meet this aim we drive strategic environments where networks between centres and companies are created, to advance in the development of applied innovation projects. We do so preferably in those environments where there is a clear-cut company need. We also need to encourage specialisation areas where currently there is no detailed knowledge or clearly-defined sectors but which show great potential for future development. We want to be pioneers in developing future opportunities, facilitating SME access to emerging sectors and advanced technologies.

In this transformation process the Deputy Regional Ministry for Vocational Education and Training works hand in hand with the Department of Economic Development and the Basque Government's Smart Specialisation Strategy so that priorities are aligned and efforts are focused on the same areas.

### **AUTHOR:**

#### **Víctor Arias, TNIKA**



Victor Arias Rodriguez, born March 13th 1956, in Leon, is married and has 3 sons. He is graduated in English Philology at Valladolid University.

Today he is a Manager of Internationalization at the Internationalization Area in Tknika, Errenteria, Gipuzkoa. Currently he is involved in several European projects dealing with leadership, entrepreneurship and innovation. As a panellist, he has taken part in several workshops and seminars organized by national, European and international institutions: the European Commission, EFVET, OAPEE - The Spanish National Agency, OECD and UNIDO.

Previous jobs: Adviser to the VET Deputy Ministry of the Basque Government on the Internationalization of the Basque VET System and on SME Innovation. Coordinator of the Management Innovation Area in Tknika, from 2003 to 2007. Adviser to Networks of VET Centres on the implementation of systems dealing with processes, people and resources management. Vice Director of Tolosaldea centre, from 1990 to 2000. Quality Manager of Tolosaldea centre, from 2000 to 2004. Teacher in Tolosaldea, a Higher VET Centre.

## **3. THE WAYS TO DEVELOPING KEY COMPETENCES FOR THE WORLD OF WORK**

In a fast changing world employers want qualifications (skills and competences) developed quickly and collaboratively and delivered flexibly. Recent research indicates the need for more soft skills to be included in course design. Students also want more flexible and 'personalised' learning pathways. And the role of non-formal learning outside institutions has been increasing.

To achieve these aims there is a need for appropriate forums to quickly develop new qualifications and utilise different types of learning such as MOOCs, project based learning, problem-based learning, simulation learning, shadowing and coaching, serious games.

An e-portfolio of activities, skills and competences could also be an output of education.

One major barrier to quicker course development turnaround times is bureaucracy. Nationally, accreditation and qualification reference systems are slow. Locally, education providers lack autonomy in qualification design, internal quality assurance is underdeveloped and programme boards need to involve more overtly all important stakeholders – providers, employers, students - working together.

The presentation presents the main findings from Beehives research and brings inspirational examples of good practices in the development of the key competences for the actual and future world of work.

**AUTHOR:**

**Jan Beseda, Czech Association of Higher Professional Education**



Jan Beseda is a senior researcher in Czech Association of Higher Professional Education and in Centre for Higher Education Studies. He is the head of National Centre for Distance Education. He is mainly focused on using ICT in education, media literacy and soft skills development. He is the main organizer of international conference DisCo about using ICT in education.

**4. IS IT WORTH IT? HOW DO PARTICIPANTS EXPERIENCE OF WORK-BASED LEARNING SHAPE THEIR PROFESSIONAL IDENTITY?**

With the potential increased participation in work-based learning as a result of the current apprenticeship agenda (GOV.UK, 2015), does this type of learning have an important part to play in the development of an individual's professional identity?

The aim of the research is to explore how participants' experiences of work-based learning programmes (WBLP) shape their professional identity (as defined by Canrinus, Helms-Lorenz et al. 2012 and Puurala and Löffströme 2003). It investigates participants' expectations of WBLP and explores the perceived changes in their professional identity.

The research is based on a qualitative constructivist approach (see Crotty, 2013), which draws on inductive thematic analysis (see Bryman, 2014) to investigate the data. Two cohorts of learners were the subject of the research, with the first comprising 24 participants, who completed a Level 4 Management and Leadership WBLP in 2015. The second consisted of 10 participants, who completed a Chartered Management Degree Apprenticeship in 2018.

Participants reported a range of unexpected outcomes on completion of the WBLP. These included an increased confidence in their ability and skill levels that were related to the development of their leadership skills and professional identity.

Organisational investment in employee development was evidenced to develop the participants' sense of professional identity. However, if an organisation's commitment to the participants is not played out in real terms, an individual's agency and sense of professional identity were seen to be affected detrimentally. This could indicate that professional identity is closely aligned to personal identity and the issues of agency.

In relation to the current agenda of degree apprenticeships, the implication is, that despite the positive impact of the WBLP on the employee, there needs to be a clear career path or benefit to the apprentice to fully help develop their professional identity.

**AUTHOR:**

**Joanna Booth, Nottingham Trent University**



Joanna is part of the Corporate and Executive Education team within Nottingham Business School. Her role includes course leader of the PG Cert, PG Dip and MSc in Higher Education Administration and Leadership, work on a range of work-based learning courses focusing on the professional development of learners to ensure they are able to reach their full potential. She is also a member of the team developing and delivering the Chartered Management Degree Apprenticeship programme.

She is currently completing a Doctor of Education researching the experiences of work-based learners in terms of their professional identity.

Her experience includes 15 years in senior management within the not for profit sector in roles ranging from HR manager, finance manager and operations manager. She has worked within academia for the last 8 years in a number of roles including, Workforce Development Fellow where she managed a number of client partnerships to develop innovative educational solutions to meet their business needs in line with HE quality assurance processes.

## 5. THE STUDENT PERSPECTIVE - WORKING WITH PROVIDERS AND EMPLOYERS

All countries in the Beehives project had policies or practices in place to, in theory, fully involve PHE and HVET students in their learning and organisation of that learning. The project worked on the basis that the three key partners – providers, employers and students – had a broad equitable input into collaborative activities - represented by the concept of the equilateral triangle.

Students are the key element that sit in the middle of these strategic partnerships. Student survey responses indicate that partnerships would be more accurately characterised by a scalene triangle, with students representing the shortest, and least effectual side. Focus groups conducted in the participating countries shed offer some deep insights into the barriers for collaborative activity and shed light on how partnerships can be strengthened from a student perspective.

What can be learnt from the project for the attainment of genuine tripartite collaboration with effective student involvement in the strategic partnership triangle?

### **AUTHOR:**

#### **Nick Davy, Association of Colleges (England)**



Nick Davy has worked in the FE and HE sector for over thirty years, and has held further education (FE) posts at South Tyneside College, Somerset College of Arts and Technology and Westminster Kingsway College.

He has also worked for the University of Plymouth in its Partnership Faculty and had a widening participation role at London South Bank. In that period he has built an HE in FE Faculty whilst at Somerset, and worked in the HELP Centre for Excellence in Teaching and Learning (CETL) at Plymouth, developing degrees and foundation degrees with Partner Colleges.

At Somerset his Faculty's employer engagement was judged 'outstanding' by Ofsted. He also has a publication record related to HE in FE, specifically progression from FE to HE and HE in FE practitioners staff development and scholarly activity needs.

He was appointed the Association's HE Policy Manager in January 2011 and now works as a consultant specialising in all issues relating to HE and HE in FE.

## 6. MANAGEMENT LEARNING AS CONTENT AND PROCESS: USING SIMULATION TO PREPARE UNDERGRADUATES FOR 'REAL WORLD' BUSINESS

There is the problem of educating business graduates to be able to operate in an uncertain world, especially as the economy relies on these graduates for its future sustainability. Moreover, there is a need to understand more deeply the tensions and issues that exist within the business and management curriculum and pedagogies and to consider ways that we can address the problem.

This paper considered some of the issues of HE curriculum and pedagogy with regard to developing applied and practical management capability within business and management undergraduates. It explored and conceptualized how management learning could be more constructive in nature. Management learning can be designed in a way that is able to realize the value of theoretical content, which when 'brought to life', can present value as an outcome of the learning process in the form of practical management capability.

The paper offered an example of how the use of a digital learning simulation tool has provided business and management students with the chance to engage in theoretical learning content at the same time as undertaking 'real-life' and accountable management actions. The paper explored the benefits of the development of capability within the 'non-risk' simulation environment and how this will support their practice later within their employment.

The concept of 'real' and practical management learning is considered within the context of university learning for undergraduates, however the generalizability of the concept makes it an idea that can be used in the wider context of management learning at all levels and within a wide range of management development and training programs.

**AUTHOR:**

**Caroline Ennis, University of Westminster**



Professionally I am an active management educationalist who is professionally oriented, supportive and highly effective in my roles as a teacher, manager and internal/external examiner.

My teaching roles are with Westminster Business School and Birkbeck, University of London. In addition to this, I have operated a consultancy business since 2005 that provides services for management learning design and delivery, to both the public and private education sector. Experience gained working across educational departments and faculties, in both an academic and operational role, has facilitated my constructive and progressive approach to improved educational design and service provision.

Academically, and in conjunction with my professional practice, I am currently undertaking PhD research within the Department of Management at Birkbeck, University of London. At present my research is considering the responsiveness of higher education providers to the expectations of students. Through an exploratory approach the work seeks to inform future curriculum design. Please see my Academia.edu online area for updates and academic items.

**7. SUPPORTING SMES IN DEVELOPING WORK-BASED LEARNING PROGRAMMES**

Work-based learning is a time-tested way to learn from the world of practice for the students and incubate young talents for the enterprises. In Europe, professional higher education (PHE) sees a more frequent offer of work-based learning schemes from larger businesses, which ultimately have come to dominate this market.

Small and medium enterprises (SMEs) appear to lack the structures and capacities to establish relevant work-based learning schemes with PHE institutions, as well as general consensus on the added value of work-based learning arrangements for the SMEs themselves. "Supporting Apprenticeships between Professional Higher Education & Small and Medium Enterprises" or SAPS project serves to address these challenges, and support the systematisation and creation of a more comprehensive approach to collaboration between PHEs and SMEs.

The aims of the SAPS project are twofold: develop the resources that can help structure the work-based learning practices between PHEs and SMEs, and re-shape the image of work-based learning for SME with a multi-lingual promotional campaign. By bringing European experts in work-based learning practices together, the consortium has developed a hands-on Apprenticeships Quality Toolkit for SMEs and PHEs to ensure quality collaboration and delivery of the work-based learning.

At the same time, a group of external experts has worked on developing materials addressing different needs of the SMEs, supporting them in how to embrace apprenticeships, how to get the company ready for the process, how to welcome students and finally how to work with them. All these materials are intended to serve PHE Institutions when approaching SMEs, as well as for SMEs to use them as hands-on guiding material for getting students on-board and benefiting from work-based learning.

**AUTHOR:**

**Marko Grdasic, EURASHE**



Marko Grdasic is the Project Manager at EURASHE, currently coordinating the SAPS project, and supporting work in several other ones, mostly linked to work-based learning, teaching and learning, and development in higher education. He is following the thematic agenda of Lifelong Learning and Employability and supports the external representation of the Association. He prepares and coordinates the annual and 3-year strategic plan and its operational grant.

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. He represented as well the voice of young people in the Council of Europe, as the Chair of it's Advisory Council on Youth. 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 Economics and economic development.

## 8. HOW TO BOOST THE COOPERATION BETWEEN PHE INSTITUTIONS, EMPLOYERS AND STUDENTS

Employability is an essential prerequisite for meeting the present and future challenges of the national and international labour market and strengthening the competitiveness of the national and European economy and society. Activity profiles and qualification requirements have and will be changed by the ever more knowledge and human capital intensive and digitized work.

One problem is, among other things, the lack of strong cooperation, understanding and interaction between education institutions, employers (business) and students - the so-called strategic triangle (BEEHiVES 2016). The goal must be to strengthen and boost strategic partnerships within this triangle. In particular, more transparency and understanding, needs and expectations of each other should be created and further developed, inter alia, to discuss the current and future needs of the labour market and to promote employability and entrepreneurship.

The project "Boosting European Exchange on Higher VET and Employer Involvement in Education Structures" (BEEHiVES) addresses these issues of improving the "(provision of) advanced VET skills and competences, potentially responding quickly to new labour market demands"- identified in CEDEFOP WP 23 (2014). The project focuses on the benefits of EQF level 5 qualifications and above - and fundamentally strengthen the role of employers in the development of HVET and PHE courses; and thereby improve student retention, applied research activities and graduates' employability.

### **AUTHOR:**

**Raimund Hudak, Cooperative State University Baden-Wuerttemberg Heilbronn**



As senior lecturer and researcher with around 15 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, BEEHiVES, MicroHE and ApprenticeshipQ. 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.

## 9. JOINING FORCES FOR EMPLOYABILITY: THE STRATEGIC COLLABORATION BETWEEN UC LEUVEN-LIMBURG (UCLL) AND VDAB

UCLL and VDAB (the public employment service of Flanders) decided to join forces in 2015. The first strategic priority of UCLL 'Succes in onderwijs en op de arbeidsmarkt (Being successful in education and on the labour market)' and the excellent choice of VDAB baseline 'Samen sterk voor werk (Strong partnerships for work)' opened up a wide range of themes that strengthen both organizations through collaboration. In this presentation we explore the basis of this collaboration, the distance traveled, the different themes and the first realisations.

### **AUTHOR:**

**Irene Hermans, UC Leuven-Limburg**



Irene Hermans holds, since September 2013, the position of Head of Strategy at UC Leuven-Limburg. She guided and facilitated the merger between the three university colleges which now form UCLL. Here she focuses on strategic quality management, internationalization and regional networking and collaboration. She has more than 25 years of experience in higher education.

As head of Quality Assurance (2002-2005) and head of Education and Research (2005-2013) she guided Leuven University College in implementing the Bologna Process. She is member of several governing boards in VLHORA (Flemish Council of University Colleges) and the association KU Leuven.

## 10. "DEVELOPING IPLA (APEL) REQUESTS WITH LABOR LEADERS UTILIZING THE THRESHOLD LEARNING MODEL"

At the the Harry Van Arsdale Jr. Center for Labor Studies, Empire State College (State University of New York) labor leaders from the building trades, aerospace and machinists unions, among other industries, pursue individualized Prior Learning Assessment (known as iPLA in the United States, APEL in the UK and elsewhere) credits toward Associate and Bachelor Labor Studies degrees. On an average, students request 30 credits, in 7-8 areas (including safety; collective bargaining; and union leadership).

In efforts to improve completion rates among students pursuing iPLA credit requests through a documentation of their "experiential learning", I have created a model thresholding areas of experience and learning - personal and academic, occupational and theoretical - to streamline success in the process.

"The Threshold Learning Model" focuses on four main topics: "Sources of Learning" (establishing locations of experience); "Skills and Knowledge" (where the student reflects upon the experiences that led to the learning); "Skills and Concepts" (learning qualified through standard sources to understand academic rigor of experiential learning); and "Specific Learning" (where students justify their credit requests).

The model allows students to move back and forth in their thinking about topics and acts as a logical tool for students whose occupational work is guided by absolute conditions. They have structure, spaces, and boundaries in which to articulate their experiential learning. In this way, students can quickly lay claims to their experiences; set forth their understanding of personal learning; develop and understanding of college-level learning and then use these three facets to reflect on their prior learning, present experiences and perhaps consider their future anew.

### **AUTHOR:**

**Thomas Kerr, The Harry Van Arsdale Jr. Center for Labor Studies, Empire State College (SUNY)**



Thomas Kerr is an alumnus and employee of Empire State College working with labor leaders through the Harry Van Arsdale Jr. Center for Labor Leaders. He holds a Masters in Liberal Studies from Empire State College and a Bachelor of Arts in American Studies from the University of Missouri - Kansas City. In addition to work, Tom is writing a novel and preparing a collection of poetry for publication.

## 11. DEDICATED EDUCATION UNITS IN EUROPEAN HEALTH CARE ORGANISATIONS

**AUTHOR (TBC): Sandra Martin, UC Leuven-Limburg**

## 12. MAXIMISING THE IMPACT OF WORK BASED RESEARCH PROJECTS FOR SERVICE DEVELOPMENT IN HEALTH AND SOCIAL CARE

As the final part of their professional practice masters programmes, health students at Middlesex University undertake a major work based research project, usually aimed at some type of service evaluation or improvement. There is an assumption that these projects have some sort of utility for the work place as well the student's own professional development. This is implicit not only in the module learning outcomes but also in the partnerships we have with sponsoring organisations. The student's present recommendations for practice but little is known about whether these are actually implemented. Furthermore in the student's project reports, clear plans for dissemination and evaluation of impact are often weak.

Impact of research is traditionally judged on research output (publications) and knowledge transfer (citations). However a model discussed by Clear et al (2013) also identifies clinical implementation; community benefit and policy enactment as key areas for measuring impact of health research.

This inquiry is informing curriculum development of the project module, to support our students with the implementation of their project outcomes and maximising their impact for service development. Initially it aimed to explore with them their perceptions of impact in terms of implementation and any wider application to practice or policy enactment, as well as their own professional development. The first stage of this inquiry used an exploratory case study approach and interviewed a small number of students who completed their MSc in the last 2 years.

During the seminar I will present emerging themes around student perceptions of impact, key facilitating factors and briefly share some of changes we are making to the project module. The employer perspective could usefully be discussed.

**AUTHOR:**

**Ruth Miller, Middlesex University London**



Ruth leads accreditation and work based Learning initiatives across the School of Health and Education at Middlesex University London. She has 25 years of experience across FE and HE, supporting diverse learners and leading the development of programmes in response to workforce development needs across health and social care education.

This gives her a unique perspective to work across disciplines and be both innovative and strategic in her lead role. She has a particular interest in developing the recognition of 'practitioner' student's experiential learning for credit towards their academic awards as well as developing their project skills for leading real service improvement.

**13. Making Workplaces a Place of Learning: Supporting a Learning Environment at the Scottish Prison Service**

Work Based Learning is a partnership between the learner, the workplace, and the HEI. This paper examines the role of workplaces in this tripartite, asking: what work place structures and cultures can best support successful work based learning? How can HEIs and policy-makers support work-places to embed applied professional learning into their cultures and working practices?

This paper takes the case of the Scottish Prison Service, which is seeking to become a Learning Organisation in which work-based learning becomes part of the professional identity of all prison officers, and asks how a culture of learning can be successfully created in an organization often skeptical about the merits of formal learning and qualifications.

**AUTHOR:**

**Katrina Morrison, Edinburgh Napier University**



Katrina Morrison has been a lecturer in criminology at Edinburgh Napier University since 2012, and has been employed as a fixed term researcher at the Scottish Prison Service supporting the professionalisation agenda since 2016.

She publishes on the different influences (political, expert knowledge, public opinion, and democratic pressures) which influence Scottish criminal justice policy and practice, and on organisational learning and professionalisation.

**14. AREAS AND ACTIONS FOR A PRODUCTIVE COLLABORATION BETWEEN HIGHER EDUCATION, EMPLOYERS AND STUDENTS**

Higher Vocational Education & Training (HVET) should equip graduates with the knowledge and competences they need to succeed in high-skill occupations. Yet employers highlight that education often falls behind new developments in technology, requiring companies to supplement training to keep it current, even for fresh graduates. The concern is shared by institutions that are mission-bound to increase the employability of students, and by students themselves, who mainly enrol in PHE to facilitate their transition to employment.

Based on focus groups and surveys with representatives of PHE, employers, and students in six European countries (during the BEEHiVES project), we explore in which areas the different stakeholders can undertake actions to incentivise and intensify collaboration in the interest of all of them. We will give a range of examples of actions for collaboration, aimed at matching skills and competences between education and the professional field, and for the design and development of up to date and innovative curricula with a focus on the organization of work based learning.

What can be done in areas of e.g. applied research, professionalization, and training of lecturers and employees, and career guidance will also be included. We plead for a structured and systematized collaboration that effects the mission and strategic goals of higher education institutions, as well as enterprises/organisations, and student boards. Participants will evaluate the examples and ideas that we give on collaboration, and can bring in their own examples of "what works", illustrated with good practices from their own countries.

Finally, together with the participants we will point out a number of success factors for a productive collaboration between PHE, employers, and students to meet the challenges of the evolving labour market.

**AUTHOR:****Herman Van de Mosselaer, AP University College Antwerp**

Herman Van de Mosselaer is project manager education research at the Artesis Plantijn University College Antwerp. The projects he manages and works on combine education research and development. He has expertise in curriculum development, problem based learning, assessment for learning, learning competences, generic skills, work-based learning, and study and career guidance.

Herman is a former teacher trainer, department head education as well as department head quality care and research. He has experience as chairman, secretary and member of visitation committees for programmes at level 5, 6, and 7. Until 2013 he was member of the steering group on learning outcomes for higher education for the Flemish board of universities and university colleges. Herman is active in the European Network for First Year Experience and a member of the International Advisory Board of the National Resource Center for The First-Year Experience and Students in Transition, based at the University of South-Carolina, USA.

Herman currently coordinates and/or works on the Transnational ESF project Kickstart Your Soft Skills (KYSS), the Interreg project Skills Navigator, leading the work package on 21st century skills, and the Erasmus+ project BEEHIVES. He promotes and works on different projects involving teacher design teams and on a project for supporting and coaching the learning of first year students.

**15. Work-based Learning Pedagogies: Engaging in Progressive Higher Education through Work & Learning**

The conceptual focus of the paper will explore how work-based pedagogy can inform current and future employer-centred practice within the United Kingdom (UK) and Europe. We need to think differently about learning at work, and the positive aspects that new approaches to learning through work can bring. It is argued that an understanding of work-based pedagogy and flexible learning practice can inform the planning and development a wider range of higher education practice.

Progressive work-based pedagogies can assist new thinking regarding the actual delivery of teaching, where the students/workers can 'own' both their existing knowledge as well as new learning. Students/workers can recognise the authenticity of their learning and learn equally from tutors, the work-environment, and the wider professional community. There is a history of work-based practice in the UK, e.g. Brennan and Little's review (1996) and work-based learning as a 'field of study' (Costley and Armsby, 2007). Expanding provision for non-traditional and lifelong learners (Eur-Lex. 2011) has been a reoccurring theme.

Progressive work-based pedagogies claim that collaboration can be the tool to bring together the world of professional knowledge and academic learning, resulting in new learning. The latest pedagogies encourage all stakeholders to be involved while recognising that a workable model for learning also needs to be 'learner-centred'.

Work-based learning pedagogies will always face the issue of validating their worth within the existing forms of curricular assessment, but continue to emphasise assessment approaches that involve workplace knowledge. Current UK policy initiatives include degree apprenticeships that "combine work with study and may include a work-based, academic or combined qualification or a professional qualification relevant to the industry" (IFA, 2017).

The paper will discuss and add to the debates now taking place within this new employer-centred agenda that have added to the work-based pedagogic developments at Middlesex University.

**AUTHORS:****Dr Paula Nottingham, Middlesex University**

Dr Paula Nottingham has worked at Middlesex University since 2009 and is a Senior Lecturer based in the Department of Education within the Faculty of Professional and Social Sciences working on the professional doctorate programme and an undergraduate degree apprenticeship programme.

Paula previously worked as a Sessional Lecturer at Birkbeck, University of London where she completed her PhD that examined the range of work-based pedagogy within UK Higher Education. Further study includes a PG Cert in Higher Education, MSc in Applied Professional Studies in Lifelong Learning, MFA and BFA. In the past, along with teaching contracts, she has worked as a European Social Fund project coordinator and a learning consultant for a Teaching Quality Enhancement project.

Paula's research interests are in higher education pedagogy, work-based learning, lifelong learning, online learning and professional doctorates. Paula has been a co-convenor for the UALL Work and Learning Network since 2015 -2016 and is a Senior Fellow of the Higher Education Academy

**Dr Elda Nikolou-Walker, Middlesex University**



Elda Nikolou-Walker joined Middlesex University in 2014. Elda is a Senior Lecturer in the Business School of Middlesex University. Elda holds both programme leadership and programme development responsibilities within the Business School.

She is also a Module Leader for undergraduate and postgraduate modules in Work Based and Professional Studies. Earlier in her career Elda worked as a Senior Lecturer (Education), in the School of Education, Queen's University, Belfast, Northern Ireland. She has also made a contribution to the growing body of literature in the field of Work-Based Learning with her book

*The Expanded University: Work-Based Learning and the Economy.* (Nikolou-Walker, 2009).

*The Expanded University: Work-Based Learning and the Economy.* Essex. The format of the book and its range of theoretical models and approaches assist in applying new insights and thinking to the vast array of work-based situations that might be encountered. More recently, Elda has been working with professionals from around the world and helping them to develop their own professional practice.

**16. THE HYBRID EDUCATION MODEL: AN EVOLUTION TRIGGERED BY AN IDENTITY CRISIS AT THE HIGHER COLLEGES OF TECHNOLOGY, UAE**

The "Applied" or "Professional" Higher Education (HE) institutions across the world are seeking to explore new, innovative educational models to address the expectations of the labor market. This has been triggered by the intensive globalization emphasizing the institutional need to streamline the mission and clearly define the identity, which would be recognized by concerned external stakeholders.

Since established in 1988, the pedagogy at the Higher Colleges of Technology, the largest public HE institution in the UAE, has evolved from the "Learning by Doing" concept towards the progressive and innovative "Hybrid Education" model, comprising together elements of academic, professional and vocational learning approaches.

The HCT 2.0 Strategy prioritizes continuous innovative transformation towards needs of the knowledge economies of the future. In order to achieve the development goals, HCT focusses on partnership with the industry and provision of the real-life and real-work learning experiences.

**AUTHORS:**

**Dr. Ahmed Samy, Higher Colleges of Technology, UAE**



Dr. Samy is the Chief Strategy Officer at the Higher Colleges of Technology, the Immediate Vice President of the Association for Strategic Planning, and has been serving on its National Board of Directors since 2013.

He is the Chairman of the Goodman Strategic Planning Award for its 2016, 2017, and 2018 cycle. A strategist by profession and holds internationally recognized professional certifications in Project Management, Change Management, Strategy Management, Balanced Scorecard, and Organizational Excellence.

He is a regular invited speaker at international professional conferences and has led a portfolio of strategic business transformational and technology-based initiatives including business process re-engineering, outsourcing and strategic partnership framework, portfolio management, human capital alignment, organization design and restructuring, strategy development, cascading and alignment, and knowledge management.

**Dr. Marko Savic, Higher Colleges of Technology, UAE**



Dr. Marko Savic has 28 years of academic experience. Since 2000, he has been serving at different academic and executive leadership roles in Serbia and UAE. He was one of the pioneers of the Bologna Process in Europe, leading the institutional and academic reform at the University of Belgrade.

Dr. Marko has participated in number of international cooperation programs, seminars and workshops related with the capacity development of the HE systems and institutions across the South-East Europe. For several years, he has been evaluating Tempus project proposals for EACEA.

During his career, Dr. Savic has been participating in different regulatory activities, including comments on Law on Higher Education in Serbia, CAA accreditation standards and QF Emirates (UAE). He was a member of the national Higher Education Reform Expert team in Serbia. He is also NQA Registered Expert in the UAE. Since February 2018, Dr. Savic has been working at HCT as Transformation Advisor.

## **17. BRIGHTSTART PROGRAM -TOWARDS NEW LEARNING EXPERIENCES WITH DELOITTE PORTUGAL- A HIGHER EDUCATION INITIATIVE**

BrightStart is a Deloitte Portugal pilot program, led in collaboration with Setubal Polytechnic Institute, focused on increasing employability and professional skills of high school graduates currently enlisted in vocational training. During the program, the enrolled students combine their academic curricula with the opportunity to integrate delivery project teams (non-facing client activities), creating relevant learning experiences integrated with the market. Through this five years program, Deloitte provides a long-term scholarship and tuition payment, as well as mentoring and constant follow up of the student's progress.

The Portuguese program is inspired in the Deloitte UK program.

The pilot program impacts the lives of 21 young people in the first year. Continuity in the next years and the possibility of expanding the program to other schools increases the potential impact of the program.

In a constructivist perspective, the integration of the Digital Competences, associated with the creation of relevant learning experiences and pedagogical strategies can contribute to the learning process where the student is able to construct his own knowledge, valuing the significant learning and its construction, considering as starting point of the intellectual and cultural potentialities that students express. In this way, the activities to be developed pass through flexible objectives, considering what the student knows and what he or she still needs to learn.

In this sense, the learning methodology focused on creating the conditions for the three fundamental success factors in terms of learning (practicing, discussing, teaching) to be important elements of the process. Learning will be meaningful if the student is the main actor of their learning, taking an active role and the teacher a student booster. Group and classroom work, several moments of evaluation, a mixture of summative and formative evaluation elements, Moodle platform, were used in the learning process, to guarantee that the proposed objectives were fulfilled.

### **AUTHOR:**

**Nuno Pina Gonçalves, Setúbal Polytechnic Institute**



Nuno Pina Gonçalves is a Professor at the Superior School of Technology of the Polytechnic Institute of Setubal. His main research areas are Software Engineering and Business Processes. Nuno Pina lectures at Setúbal for 18 years and is one of the coordinator of the Informatics Engineering Course. He is also the coordinator of the BrighStart Program.

## **18. INTEGRATING POLICY FOR ESTABLISHMENT OF REGIONAL CENTRES FOR PHE EXCELLENCE**

The overall objective is to present the new approach to strengthen the provision and increase the relevance of PHE in Central & South-Eastern Europe (CSEE). PROCSEE focuses on 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 EHEA.

From a thematic perspective, we tackled 4 areas of current policy-concern in PHE, namely:

- Alignment of PHE with regional/local development strategies
- Promotion of PHE as an alternative route through tertiary education, to respond to skill shortages and increase employability of graduates
- Organising and monitoring student placements in the WoW, increasing the quantity and quality of available student placements, to provide for meaningful learning experience and preparation for employment
- Use of Personal Learning Environments (personalised, flexible distance learning opportunities, delivered over the internet), and their role in further education (both for purposes of re-training/re-qualification and enhancement of skills)
- Operationally speaking, we aimed to:
- Identify specific challenges in each of the 4 areas outlined above
- Use best-practice research to find appropriate policy drivers and tools to address the challenges
- Customise the approaches to the specific circumstances of countries and institutions in the CSEE region
- Validate the policy solutions through a programme of monitoring, impact assessment and evaluation

**AUTHOR:**

**Alicia Leonor Sauli Miklavčič, Skupnost VSŠ/Association HVC**



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 contributed to its selection for the 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 and 2018.

**18. BRIDGING THE GAP BETWEEN PRACTITIONER RESEARCH IN TEACHER EDUCATION AND THE PROFESSIONAL FIELD**

We present you the way in which practitioner research is designed and organized at UCCL – secondary school teacher training. The focus will be on a project, carried out last year, which dealt with the design of a structural framework that can bridge the gap between practitioner research and internship. We will explain the design of the study and discuss the results.

**AUTHOR:**

**Els De Smet, UC Leuven-Limburg**



Els De Smet graduated as a Master in Biology at KULeuven. She has been working in the Department of Teacher Training (secondary school) at University College Leuven-Limburg since 2004. She teaches biology, coaches workshops in reflective skills and is also the coordinator of the 'graduation research' in third year. She was also involved in a project 'embedding practitioner research in professional field in teacher education.

**19. EXAMPLES OF GOOD PRACTICES OF COLLABORATION BETWEEN HIGHER EDUCATION AND BUSINESS, LOCAL/REGIONAL ENVIRONMENT**

The situation in Slovenia after the global economic crisis has improved; GDP is significantly increasing, also at the expense of a high share of highly educated and due to increased share of research in the support of higher education. Till 2011 the cooperation between Higher education and business, local environment (non-business, non-profit sector) was significantly poor. Nevertheless, National Higher Education Programme 2011 - 2020 contains measures which attempt to reduce the mismatch between the amount of knowledge that higher education study programmes offer and the knowledge that the business itself needs.

This could be achieved through various mechanisms, not only on a level of higher education institutions, through their strategic documents, which are oriented to more intense cooperation with business and local environment, but also on a level of policymakers:

- regular activities of financing: the latest amendment of higher education legislation is changing ways of financing higher education institutions - through negotiations (one of the objectives is also to further promote cooperation with business),

- projects co-financed through European social funds, which purpose are focused on students to get competences already in the course of studies to facilitate entry into the labor market, including by linking and cooperating with potential employers.

Projects as "On the creative way to knowledge" and "Student Innovative Projects for Social Benefit", are two well recognized examples of good practice in terms of cooperation between students, mentor/professor from institutions of higher education and mentor from business/companies or local/regional environment working on a concrete problem/challenge which has to be solved through the project.

Most of the participating companies and students have maintained various forms of cooperation (scholarships, student work, diploma/master's thesis), after concluded, some of the students even got their first employment there.

The other example of good practice is call for "co-financing the activities of career centres in higher education", its aim is to support career guidance and career counselling at higher education institutions and to strengthen the cooperation of career centres with employers.

#### **AUTHOR:**

**Maja Švent, Ministry of Education, Science and Sport of Slovenia**



She works at the Directorate of Higher Education, in the Higher Education Sector, in several areas. She is in charge of calls for enrolment of higher education institutions and provides them with expert assistance on various issues related to higher education areas and legislation.

She also takes care of the eVŠ's web portal, where applications for enrolment into higher education institutions are submitted in Slovenia. She participates also in the integration of refugees into the Slovenian higher education system.

## **20. HOW DO WE SOLVE A PROBLEM LIKE LEVELLING THE EMPLOYABILITY PLAYING FIELD?**

Evidence suggests that students from poorer, widening participation (WP) backgrounds do not enter professional graduate-level careers in the same proportions as those from better-off backgrounds. Work experience has been shown to have a direct impact on where you get your first job (Little et al, 2006). Gaining a degree in this competitive market doesn't necessarily level the playing field for graduates when it comes to job-seeking. Whilst there is no evidence that suggests a correlation between academic performance and WP status, there is an apparent employability attainment gap. How can we tackle the problem of balancing educational attainment, developing core employability skills and enhancing social mobility after graduation?

Simply put, we want to tackle the huge gap for graduate employment as measured by Graduate Outcomes for WP students. City, University of London (City) have brought about several initiatives to enhance mobility and employability of WP students and are determined to change that and get more students from low socio-economic status into better jobs after graduation through placements and work-based learning by:

Establishing programmes to help students gain work experience and develop skills with leading employers

Working with major graduate employers to raise awareness about social mobility and the disadvantages of recruiting from a narrow pool of talent

Understanding and communicating with employers the importance of soft skills development such as communication, innovation and confidence for those from disadvantaged backgrounds.

**Mona Vadher, City, University of London**



Mona is an award-winning employability professional who currently heads up the employer engagement team at City. At City, her team have been doing some innovative work with employers sourcing exclusive opportunities and producing impact-led initiatives.

Her successful Micro-Placement Programme focussing on career exploration led to her team winning a Vice-Chancellor's Award for "Best Collaborative Project between a School and Professional Service." Her team also won the AGCAS "Award for Excellence in Enterprise and Entrepreneurship" for their Social Enterprise Festival and one of her projects were shortlisted at the recent ISE Development Award 2018: Best Preparation for Work: Single Initiative Award.

She shares best practice and looks at opportunity to collaborate and work cohesively. She is a Co-Chair of the AGCAS Employer Engagement Task Group and the Careers Group External Engagement Cross-College Group, as well as being part of the Communications Board for the AGR.

Prior to this, she worked in the Employability and Careers team at the University of Greenwich, where she created exclusive employer links and partnerships for the institution and London South Bank University, where she focused on supporting students and graduates. This led to her being awarded and winning the "Employability Enhancement Award" in the 2014 Excellence in Education awards.

## **21. INTEGRATING ENTREPRENEURSHIP AND WORK EXPERIENCE INTO HIGHER EDUCATION (WEXHE)**

The paper presentation intends to offer insight into the aims of the WEXHE project as well as its design and intended outcomes. Also first outcomes will be presented, based on the work done in its first year of operation.

WEXHE responds to the concerns expressed by stakeholders on the shortcomings in the labour market orientation of Higher Education (HE), focusing on the balance between practical and theoretical learning in HE and to mismatches between the skills sets of graduates and the skills they require in their early careers.

EU countries have experienced a substantial increase in graduate unemployment and a decrease of quality of their employment. European students and graduates report continuously that they are worried about their careers. At the same time employers and employers' organisations report they are having increasing difficulties in finding graduates with skills matching their needs.

In this Knowledge Alliance enterprises, associations and HEIs come together to identify and analyse current provision of work experience in HEIs in 7 different EU countries, generating 84 case studies of work-based learning (WBL) involving all four types of disciplinary sectors (hard-pure, e.g. natural sciences; soft-pure, e.g. humanities and social sciences; hard-applied, e.g. medicine and soft-applied, e.g. social work) covering work placements, traineeships and entrepreneurship. Working with practitioners, it will create 12 replicable modules of WBL, together with guidance on management, quality assurance, learning outcomes, funding and accreditation.

These modules will cover and support the 4 sectors and will be tailored to national contexts. A unique feature is the attention for humanities for which the transition to the labour market is less transparent and mapped than other sectors. The project reviews existing, and will support further policy development in this field.

### **AUTHOR:**

**Robert Wagenaar, University of Groningen, The Netherlands**



Robert Wagenaar is Director of the International Tuning Academy of the University of Groningen, the Netherlands, which is an education and research centre with a focus on the reform of higher education programmes.

It runs a bi-annual Tuning Journal for Higher Education. The Academy originates from the global Tuning Educational Structures initiatives launched in 2000 of which Wagenaar is the co-founder. From 2003 until mid-2014 he was director of Undergraduate and Graduate Studies (Dean of Studies) at the Faculty of Arts of the same University. Since 2005 he is president of the prestigious Erasmus Mundus MA programme Euroculture: Society, Politics and Culture in a Global Context.

He has been involved in many international initiatives such as the development of ECTS since 1988 and the two overarching European qualifications frameworks. His most recent projects are Measuring and Comparing Achievements of Learning Outcomes in HE in Europe (2016-180, and WEXHE (2017-2019), both co-financed by the EU.

## 22. Recognising the unrecognised: the impact of Mode 2 Knowledge and Intrapreneurship

Many funding bodies now attempt to assess impact. In the UK the Research Excellence Framework (REF) refers to two types of impact - instrumental impact through which research influences policy and practice development, the provision of service and change in behaviour, and conceptual impact, where research contributes to the understanding of policy issues and reframes debates. The role of teaching in enabling impact is not identified.

Yet, work-based learning (WBL) students frequently achieve such changes working as practitioner-researchers in their own organisations. Drawing on the concept of Gibbons et al's Mode 2 knowledge (transdisciplinary knowledge produced in the context of application) and using a practitioner-researcher model, WBL students can be supported in undertaking applied contextual research.

The development and application of research skills creates a high level of engagement for students from private, public and third sector organisations. Negotiating the context for their research helps move them from an 'employee' mindset to an 'intrapreneurial' mindset, whereby they question, enquire and innovate. These notions are illustrated in the context of a research-intensive, metropolitan institution with a lifelong learning focus.

Research assessments, such as the REF, and impact are important to the institution, yet the narrow focus linking impact with research overlooks other important ways through which it may achieve impact - ways which are more immediate and which may directly benefit those outside the academy.

### AUTHOR:

**Dr Anita Walsh, Birkbeck, University of London**



Anita Walsh is Assistant Dean (Learning and Teaching) for the School of Business, Economics and Informatics at Birkbeck, University of London. She is a UK National Teaching Fellow and an expert in the design of academic programmes which are based on people's professional activities in the workplace.

Her research focus is the academic recognition of experiential learning.

## 23. CHALLENGES FOR THE IMPLEMENTATION OF WBL/DUAL LEARNING PROGRAMMES

The value of wbl/dual learning programmes for the three stakeholders: H.E. Institutions, world of work and students, and for society as a whole, is well known by the different stakeholders. The strengths and weaknesses or (dis)advantages of wbl/dual learning programmes are well described in research literature. Although all the potential strengths, wbl/dual learning programmes are not widespread in Europe nor in Belgium or the implementation goes rather slow.

In this presentation/ discussion, we present and discuss existing barriers/threats at different levels based on 2 previous projects and our own experience at UCLL. We discuss how we can turn these barriers into realistic challenges and initiatives towards well implemented wbl/dual learning programmes.

### AUTHOR:

**Lies Wijnants, University College Leuven-Limburg (UCLL)**



After her studies in Romance languages, Lies Wijnants worked for 10 years at the Centre for Language and Education of KU Leuven as researcher and trainer/coach, especially on projects for adult education. She joined KHLeuven, later University College Leuven-Limburg (UCLL) in 2008.

As staff member at UCLL she continues her work in educational development in higher education. Assessment and work-based learning are pertinent themes in her work.

## 24. MAKING LEARNING RELEVANT; CONNECTING THE WORKPLACE AND THE CURRICULUM

This presentation considers a case study of a long term partnership between Lincoln International Business School and an employer organisation. More specifically it aims to explore the re-design of a legacy programme of learning, running alongside an in-house training programme.

The presentation will offer insights into the challenges faced and how those were overcome through working with stakeholders to develop a refreshed, meaningful and relevant work based learning programme which embedded the in-house training programme and the organisational requirements for the development of knowledge, skills and behaviours, into the curriculum. Drawing upon previous work, White (2012) utilised proven concepts identified with employer responsive provision and workforce development to re-engage the organisation to work together to provide these meaningful learning experiences to develop work based learners personally, professionally and within the organisation.

Progressive pedagogies and contemporary assessment (CWBDL, 2017) were critical elements of discussion and necessary to underpin transformational learning. The programme was designed around three pillars, theory, practice and reflection with a focus on developing reflective practitioners for the future.

### **AUTHOR:**

#### **Tracey White, Learning Innovation and Flexible Provision**



Tracey White is Principal Lecturer in Learning Innovation and Flexible Provision as well as Academic Lead for Degree Apprenticeships and Executive Development in Lincoln International Business School.

She is a highly qualified Work-Based Learning Practitioner with a demonstrable record of achievement forging successful partnerships between Higher Education and employer organisations and designing in-house learning and development programmes.

She has developed and facilitated both employer-awarded accreditation schemes and bespoke higher education programmes to improve levels of service delivery, reduce staff churn, enhance performance and build the brand. Tracey has worked with over 40 SME's and corporate organisations such as Lloyds Banking Group, Santander, Halifax Community Bank and Royal Mail.

Her passion is providing higher education opportunities to the existing workforce to develop people personally and professionally in the context of their organisation, realising tangible and intangible benefits for all.

## SESSION 20X20

- **THE IMPLICATIONS OF DIGITALISATION ON EMPLOYABILITY IN A BUSINESS SCHOOL**

**AUTHOR:** Ann Parchment, Surrey Business School

The world is complex, the speed at which technology is being developed and applied is making significant change to the way that we live and work. Digitalisation is creating disruption in business and has a significant impact on the pedagogy of business schools and employability of business professionals.

The 4th industrial revolution requires graduates who are digitally proficient at using the tools of digitalisation which include: artificial intelligence, big data analytics, machine learning and Blockchain. If teachers are not teaching the practical application of digital technology, business schools may not produce business ready and digitally aware graduates that are employable. Disruption transcends all aspects of commerce and government, it results in new skill and knowledge requirements for the maintenance of employment in all areas of life.

This exponential change has a significant impact on professionalism and expertise in work. Specifically, professions have been defined as the knowledge-based category of occupations which follow a period of tertiary education, vocational training and experience (Evetts, 2003). This suggests that employment as a professional requires embedding a culture of lifelong learning for lifelong employability. Exploratory research investigating the impact of disruption resulting from digitalisation found that the teaching of business disciplines in the silos that comprise a business school, the speed of change, lack of digital awareness, skills and knowledge meant that existing teaching staff were not confident that they have the skills and knowledge to teach the practical application of digitalisation.

Digital skills and knowledge development of all disciplines are critical for teaching, learning and alignment with employment in private, public and social enterprise organisations. Co-curriculum development and delivery by all stakeholders will require teachers to be digitally competent, agile and current in their application to business.

- **DAIRY CREST INNOVATION CENTRE AT HARPER ADAMS UNIVERSITY**

**AUTHOR:** Dr. Annette Creedon, Harper Adams University, Shropshire, UK

Harper Adams University (HAU) in Shropshire, founded in 1901, is the UK's largest specialist higher education institution in the field of agri-food. The university has a long track record of working with companies from the sector (over 500), including farmers and large food manufacturers. In November 2015, they took this relation further when Dairy Crest (DC), a leading British dairy company, set up a £4m (€4.8m) Innovation Centre (IC) on the campus of HAU in Edgmond, Shropshire. It is a unique development between a major food business and a university, perhaps the only big partnership in the food processing sector in the UK so far.

Prior to the opening of the IC, there were limited relations between the two partners, mostly around occasional research and student placements at the DC Technical Development Centre in Crudgington (Shropshire, England). For HAU, it is the second big partnership with the business sector, after establishing one in the field of poultry education and research in 2010. The IC came at a time when universities and businesses were being increasingly encouraged to work together to support economic growth.

Starting from the partnership aimed at joint research and development of R&D projects between the company and the specialist university, the establishment of the new innovation centre as a shared facility is taking the partnership to a new more comprehensive level. Beyond research, development and innovation (RDI) collaboration, Dairy Crest also helps provide additional business relevant education and input to the design and delivery of curricula.

In general, university-business collaboration is more important than ever, with higher education striving to deliver research that has 'real-world' impact, and to translate ideas and knowledge from the lab and lecture hall into industry. For DC, building brands and adding new products is fundamental and at the core of their strategy.

- **A PARTNERSHIP APPROACH TO WORK BASED LEARNING**

**AUTHORS:** Professor Carol Costley and Dr Darryll Bravenboer, Middlesex University

Our case study became one of the top 50 universities for University-Business Collaboration in the E.U. and is about how since 1992 Middlesex University developed an expertise and reputation in design and delivery of professional work-based courses. Middlesex has established Work Based Learning and Professional Practice as a transdisciplinary field of study within which higher education awards can be conferred. WBL is defined as:

*"university level critical thinking upon work (paid or unpaid) in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve outcomes of significance to the learner, their work and the University'."* (Garnett 2009, p4)

The university's validated WBL Framework has enabled the development and delivery of WBL courses in diverse professional sectors and across the University.

A wide range of individually negotiated or cohort designed programmes are offered for a specific employee, company or sector, which can range in scope from short courses to doctoral degrees. Additionally, RPL (opportunities to gain higher education degree qualifications that include 'formal recognition for academic credits for learning that occurs in the workplace') is included and we accredit the 'in-house' training of external organisations, which is often combined with WBL Framework modules delivered by University staff to construct work-integrated degrees.

Middlesex is recognised for its flexibility, focus on specific organisational and individual contexts and innovative curricula, which allows them to adapt to the fast-moving needs of industry. Expertise in research, evaluation and critical thinking enables employees to create knowledge and contribute to the enhancement of their area of professional practice. Enacting a partnership approach, we work with organisations of all sizes across the public, private and voluntary sectors internationally.

The Work and Learning Research Centre, underpins the learning and teaching courses evaluating the courses with scientific rigour. The centre investigates the development and application of professional work-based learning from a transdisciplinary perspective, organises national and international conferences and publishes its research.

- **EMPLOYER AND PART-TIME STUDENT PERCEPTIONS OF VIRTUAL LABORATORY TEACHING AND ASSESSMENT RESOURCES**

**AUTHORS:** Chrystalla Ferrier, Sarah K. Coleman and Caroline L. Smith, University of Westminster

Biosciences first year students at the University of Westminster all undertake common core modules. In addition to the full-time students, there are part-time attendance and part-time distance learners; the latter two groups are mostly employed in diagnostic laboratory settings.

Two externally provided virtual laboratory resources are currently used to prepare students for laboratory sessions and to formatively and summatively assess students on related background theory. The resources can be accessed via Blackboard (the University Virtual Learning Environment) or through a separate account. The aim of the study was to collect the views of part-time and distance learning students and their employers on the virtual laboratory resources.

- **THE YOUNG INVESTIGATOR NETWORK. AN EXAMPLE OF UNIVERSITY-BUSINESS COLLABORATION FROM UNIVERSITY OF COPENHAGEN, DENMARK.**

**AUTHOR:** Lise Lawaetz Winkler, University of Copenhagen

The Young Investigator Network was set up at the Faculty of Science, the University of Copenhagen, in 2011 to help bridge the gap between the university and industry. Young researchers from different parts of the Faculty are selected to take part in a series of four intensive sessions during which each participant will prepare a case of external collaboration. In a so-called "hot seat" exercise, they will present their case to business coaches from leading Danish companies for feedback and advice.

The researchers are asked to step outside of their academic comfort zone and work on their approach to engaging external partners. With only 10-15 researchers included in each cohort, the programme allows the participants to engage in in-depth, confidential discussions with business coaches and fellow young researchers about their ideas and challenges. The programme has helped improve the participants' confidence and understanding of their own situation as well as that of external partners.

An alumni association of past participants has been set up to facilitate continued discussion between young researchers across the faculty and contribute to cultural change with respect to external collaboration. The activities of the alumni association include dialogue meetings with guest speakers from the industry on issues such as career paths and the industry perspective on collaboration with university.

The presentation will include more in-depth examples of activities in the Young Investigator programme and in the alumni association as well as feedback from participants and coaches.

- **STUDENT SUPPORT AND CAREER DEVELOPMENT CENTRE**

**AUTHOR:** Romina Kućar, University of Zagreb, Faculty of Organization and Informatics

The Student Support and Career Development Centre (CPSRK) at the Faculty of Organization and Informatics (FOI) of the University of Zagreb was designed to address the need for a systematic approach towards the improvement of FOI students' employability, to create better connections with employers, to leverage the experience and connections of FOI alumni, and to develop students' generic skills and competencies that enhance their employability.

Therefore, CPSRK activities are targeting three main stakeholders' groups: students, employers, and Faculties alumni. Employers are the main stakeholder in the development of CPSRK activities. Centre builds special relation between students and employers throughout a wide spectrum of different activities: company visits, invited lectures and workshops from company representatives, financial and other support for the development of student start-ups, student competitions in collaboration with employers, promotion of successful alumni stories (database with more than 900 alumni), publishing job adverts and opportunities for students on CPSRK news page and Facebook page with more than 2000 followers, obligatory student internships in partnership with companies etc. Moreover, employers provide financial support for CPSRK activities.

Today CPSRK actively collaborates with around 50 companies per year and communicates with around 700 companies/institutions included in the system of student internship. The mission of the CPSRK is to develop and offer a range of activities for the student population and to support them together with employers and other stakeholders - from enrolment to completion of their studies. This way students develop skills and abilities for their future professional roles.

In summary, students report that they find CPSRK activities essential for their professional development as well as for making connections with the business sector and future employers, while employers see CPSRK as an inevitable partner in reaching their potential future employers.

## POSTERS PRESENTATIONS

- **STUDENT EXPERIENCES OF USING VIRTUAL LABORATORY SIMULATIONS TO DEVELOP SKILLS AS PREPARATION FOR THE PROFESSIONAL WORK PLACE**

**AUTHORS:** Buckland, C. Ferrier, C Smith, University of Westminster, London, UK

Biomedical Sciences students at the University of Westminster start their preparation for professional life from their first year by undertaking a module entitled "Critical Skills for Biomedical Sciences". The focus of the module is for students to develop a portfolio of skills that they will use during their course and are transferrable to the workplace.

- **IMPLEMENTATION OF THE CURRICULUM OF THE COOPERATIVE BACHELOR STUDY PROGRAM SMART ENGINEERING**

**AUTHOR:** Katalin Szondy, St. Pölten Applied University of Sciences

In the Austrian higher educational landscape, cooperative study programs are rare compared to the rest of the EHEA or overseas, where these programs have a very long tradition. In fact, the added value of these study programs is obvious: they respond to different needs.

Based on the findings of education and qualification research, the need and acceptance for a cooperative study program in the field of Industry 4.0 were systematically surveyed at St. Pölten University of Applied Sciences (UAS), and a bachelor degree course entitled Smart Engineering was then developed from the results. The competence-oriented development project was geared in particular to the demographic development and to the need for highly qualified specialists in the region. Particular attention was paid to two target groups: on the one hand, high-school graduates who move to the next larger cities due to the lack of study opportunities and after graduation not to return to the region where they came from, on the other hand employees of companies who require a higher qualification due to the technical-scientific progress.

The focus of the development was on a key question for the cooperative study program, namely, how the transfer of practical experience and theoretical knowledge between at least two learning locations can be made provided or guaranteed. Smart Engineering is offered both as a full-time and part-time degree course, but in any case as a cooperative study program, thus combining study and work even more closely than conventional part-time/Work-based study program.

Project phases and theoretical training blocks in cooperating companies are integrated parts of the curriculum. For the implementation of the cooperative study program, a partner network of companies was created. The aim of the contribution is to show how to face the challenge to support students, especially in project phases.

- **PLACEMENT AND INTERNSHIP MODELS IN THE UK – COLLABORATIVE PRACTICE THROUGH SOCIAL ENTERPRISE WITH LARGE AND SMALL COMPANIES**

**AUTHORS:** Martin Edmondson, Hannah Titmas, Gradcore

This session will outline case studies of three different models of university-employer collaboration viewed from a social enterprise perspective. Gradcore is a social enterprise that has worked with more than 50 universities and hundreds of employers across the UK and Europe, and this poster will outline case studies of collaborative practice in different parts of the UK – providing useful ideas and insights for delegates into how universities and employers can collaborate on placements/internships, and the role social enterprises can play in facilitating this collaboration.

Case study one centres on partnership between Gradcore and a university to help students who are struggling to find a placement to source work.

Case study two centres on a partnership between two universities, local government and Gradcore to better connect SMEs and graduates in a city region.

Case study three centres on the collaborative design of employability attributes with employers which are then layered into curriculum activity.

## PRACTICAL INFORMATION

### Registration

The registrations will start at 12.30 on Thursday 14 June at the UCLL Campus Hertogstraat, Hertogstraat 178 3001 Heverlee.

### Travelling to the Conference venue and Conference cocktail

**From Leuven train station:** the main bus station is at the same place. There are several local bus options at the Leuven Station Perron 5 (15-20 minute ride):

No. 4 – destination **Herent – Haasrode**

No. 5 – destination **Wakkerzeel – Vaalbeek**

No. 6 – destination **Wijgmaal – Hoegaarden**

Get off the bus at **Heverlee Kazerne (H. Hart)** bus station which is in front of the venue.

Conference cocktail is taking place on 14 June 14 at 18.00h at *the Conference location*.

### Leuven

For more information on the city of Warsaw, its heritage and sights not to be missed, you can consult the following website: <http://www.visitleuven.be/en>

### Telephone

The international dialling code of Belgium is 0032. In case of emergency, use international number for Fire service / Police / Ambulance: 112

In Leuven, in case of need, you can reach the Conference organisers at:

- Dovile Sandaraite, EURASHE: 0032 498 690140

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