

Cíle a charakteristiky profesního terciárního vzdělávání v ČR a Evropě

**Hodnocení kvality vysokých škol
Telč, 17.-18. března 2014**

Michal Karpíšek, EURASHE Vice-President

Obsah

- EURASHE – reprezentace profesního terciárního vzdělávání v Evropě
- Strategický rámec EURASHE
- Co je profesní vysokoškolské/terciární vzdělávání? Rozdíly EU a CZ? Projekt HAPHE
 - Vnímání a očekávání
 - Formální zakotvení
 - Návrh definice a charakteristik k diskuzi

EURASHE

MISSION & ROLE

- **EURASHE** is the European association of European Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles
- Founded in 1990 in Patras, Greece
- **EURASHE's mission** is to promote the interests of professional higher education in the EHEA and to contribute to the progressive development of the Area of Higher Education and Research (EHERA)
- **EURASHE** has been an official representation of PHE within the Bologna process since 2001 (member of E4 group)

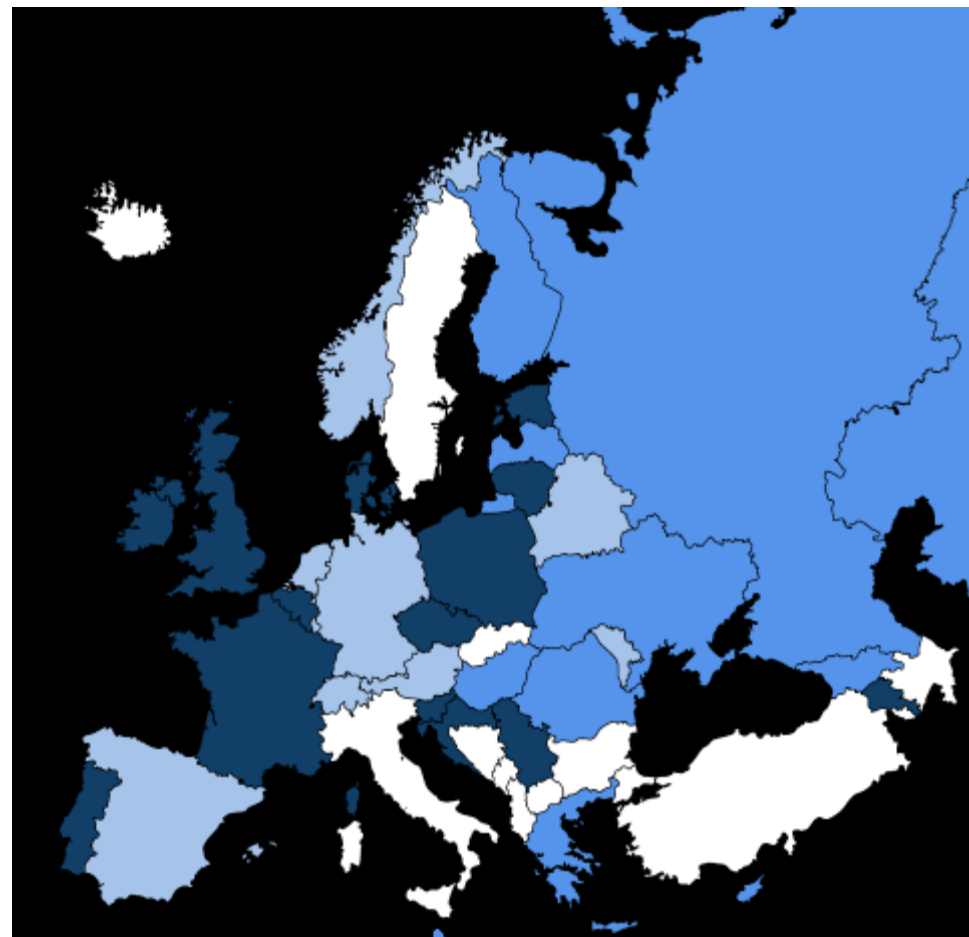
Role of EURASHE

- Representation & promotion of a “widely-comprehended PHE” within the changing environment:
 - A variety of institutions with PHE
 - Both associations and individual institutions
- Policy formulation at EU/EHEA level
 - Focus on HE and relevant activities, not wider context (e.g. regional policies, labour market etc.)
 - Readiness to promote PHE at national level when required
- Influence on decision making and developments at EU/EHEA level
- Information on trends & possible solutions

EURASHE members



- **17 National Associations:**
 - Armenia, Belgium (2), Croatia, Czech Republic, Denmark, Estonia, France, Ireland, Lithuania, Poland (2), Portugal, Serbia, Slovenia, UK (2)
- **29 Individual Institutions:**
 - Armenia, Cyprus (2), Finland (2), Georgia, Greece (3), Hungary (2), Kazakhstan (4), Latvia (3), Malta (2), Poland (2), Romania (3), Russia (3), Ukraine
- **8 Associate Members (organisations & indirect through sectorial associations):**
 - Austria, Belarus, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Lithuania, Malta, Moldova, Netherlands, Norway, Portugal, Romania, Russia, Spain, Switzerland, UK, Ukraine
- **Over 1,400 affiliated higher education institutions in 40 countries within and outside the EHEA**





EURASHE★

European Association of Institutions in Higher Education

Annual Conference 2014



QUALIFICATIONS FOR THE LABOUR MARKET

Yerevan, Armenia, May 15 – 16, 2014

More at www.eurashe.eu

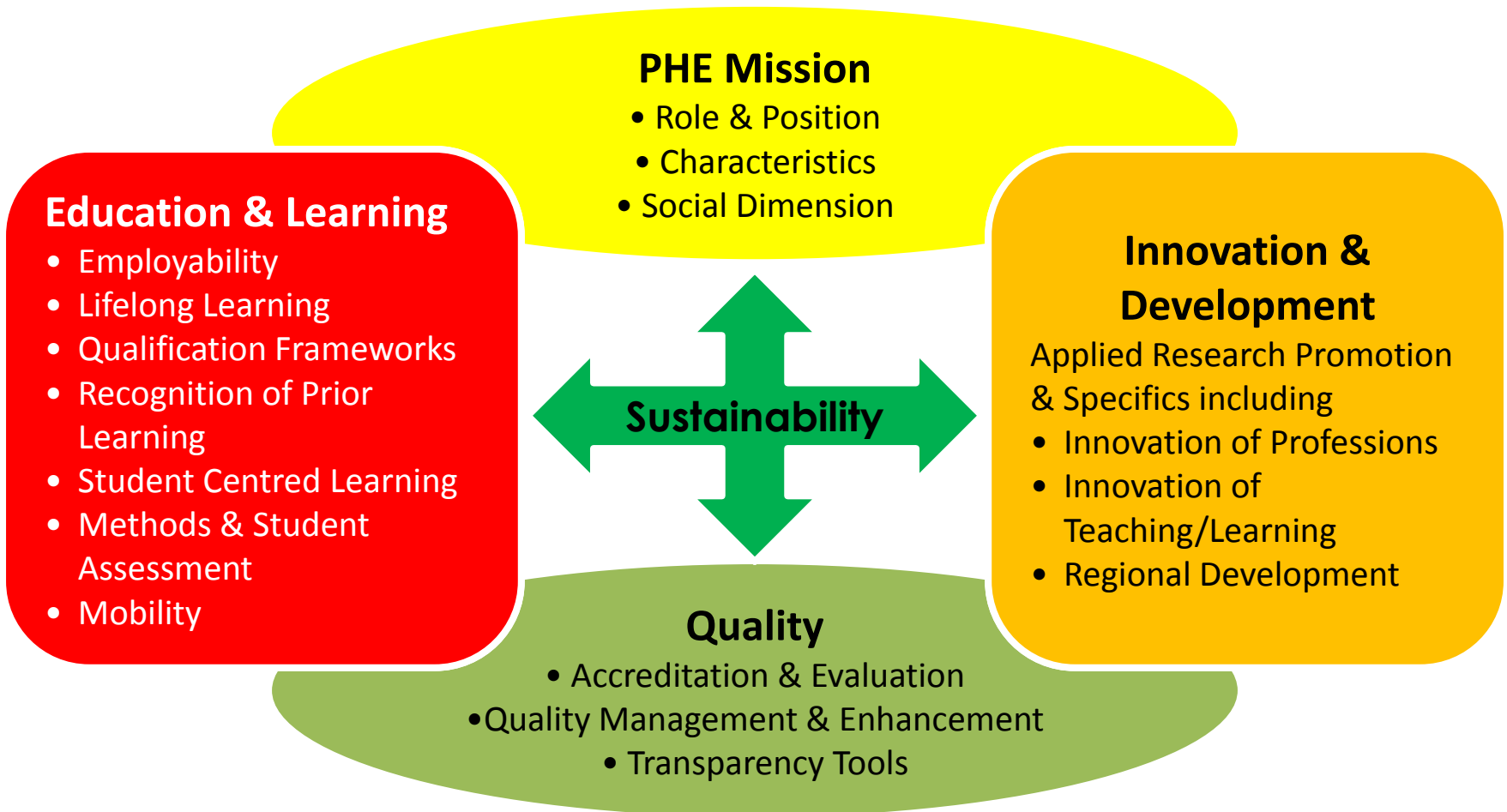
Supported by the operational grant by EU Jean-Monet programme

STRATEGY DEVELOPMENT 2014 - 2017

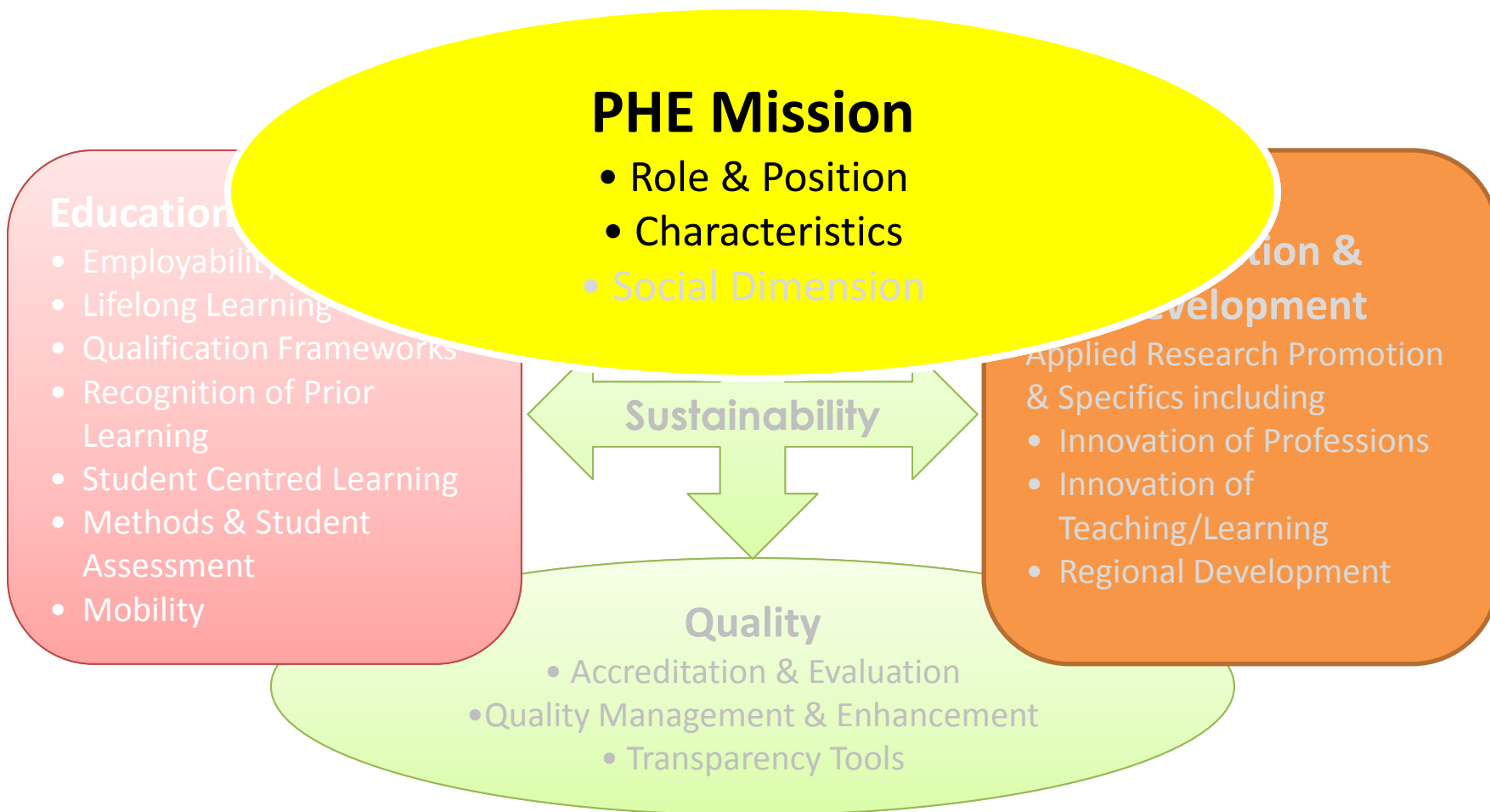
EURASHE strategy

- Reflection of new challenges & opportunities
- Clarification of roles
- Clarification of priorities
- Planning approaches & tools
- Communication with members
- Effective use of limited resources & looking for resources supporting our objectives

EURASHE strategy framework



EURASHE strategy framework





Harmonising Approaches
To Professional Higher
Education In Europe

Harmonisation of Approaches towards Professional Higher Education



HAPHE Project

Is this PHE?



Is this PHE?



Is this PHE?





Harmonising Approaches To Professional Higher Education In Europe

- 11 partners from 10 countries representing a cross-section of European PHE
- 0,5 million EUR of funding, over 24 months
- activities include research, consultation and piloting
- supported by the Lifelong Learning Programme of the European Commission



Methodology

15 Countries surveyed:

BE(FL), CZ, DE, DK, EE, FI, FR, HR, IE, LT, MT, NL, PL, PT SI

- 'ID Cards' built and verified for every country by professionals in PHE Sector
- 2 Stakeholder surveys covering internal and external stakeholders – 671 responses across 18 countries
- Round tables
- Drafting group
- Verification seminars
- Definition & characteristics
- ⇒ quality & transparency criteria/parameters (PHE Excel project)



First Results



Download Now at:

<http://haphe.eurashe.eu>



PROFILE OF PROFESSIONAL HIGHER
EDUCATION IN EUROPE

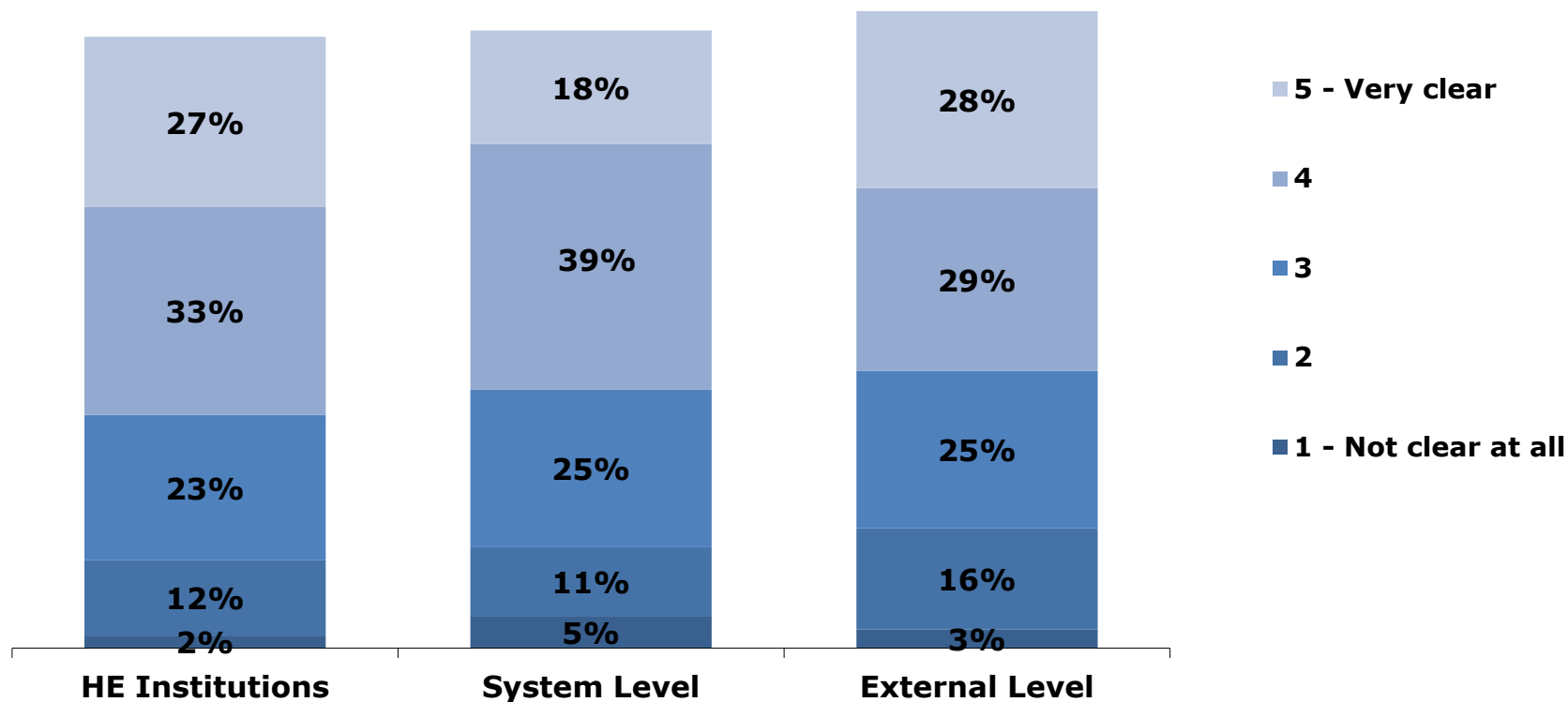


HAPHE project

PHE ROLE & POTENTIAL



**Q3: In your understanding:
Is the term “Professional Higher Education” clear?**

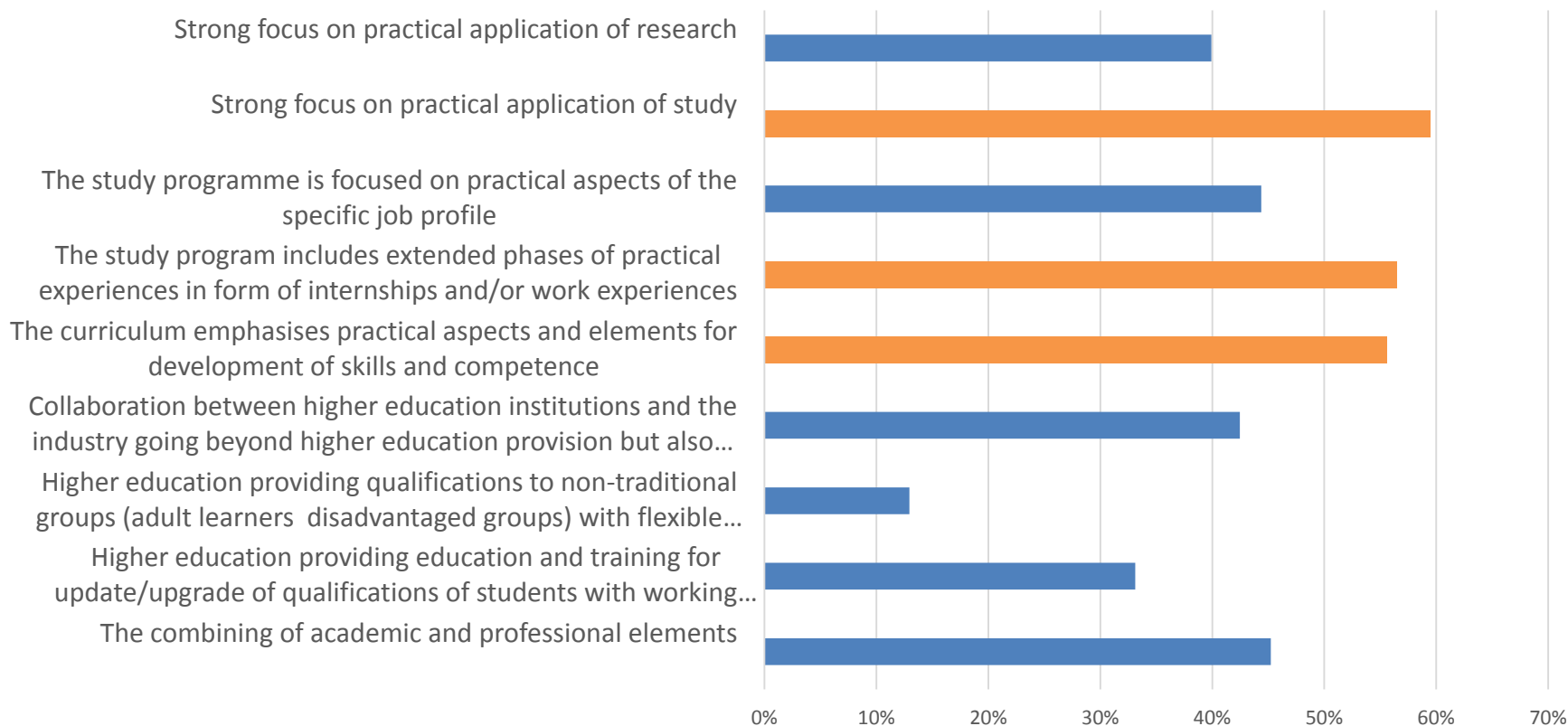






What is PHE?

Characteristics of Professional Higher Education





What level?

Country	PHE		level	
	EQF5	EQF6	EQF7	EQF8
BE(FL)				
CZ				
DE				
DK				
EE				
FI				
FR				
HR				
IE				
LT				
MT				
NL				
PL				
PT				
SI				



EQF 5 = Tertiary Vocational
Schools / Colleges

EQF 6 = hybrid

EQF 7 = Universities of
Applied Science /
Universities



PHE & Research

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



defining characteristic?



Recognition & transfer between PHE & AHE

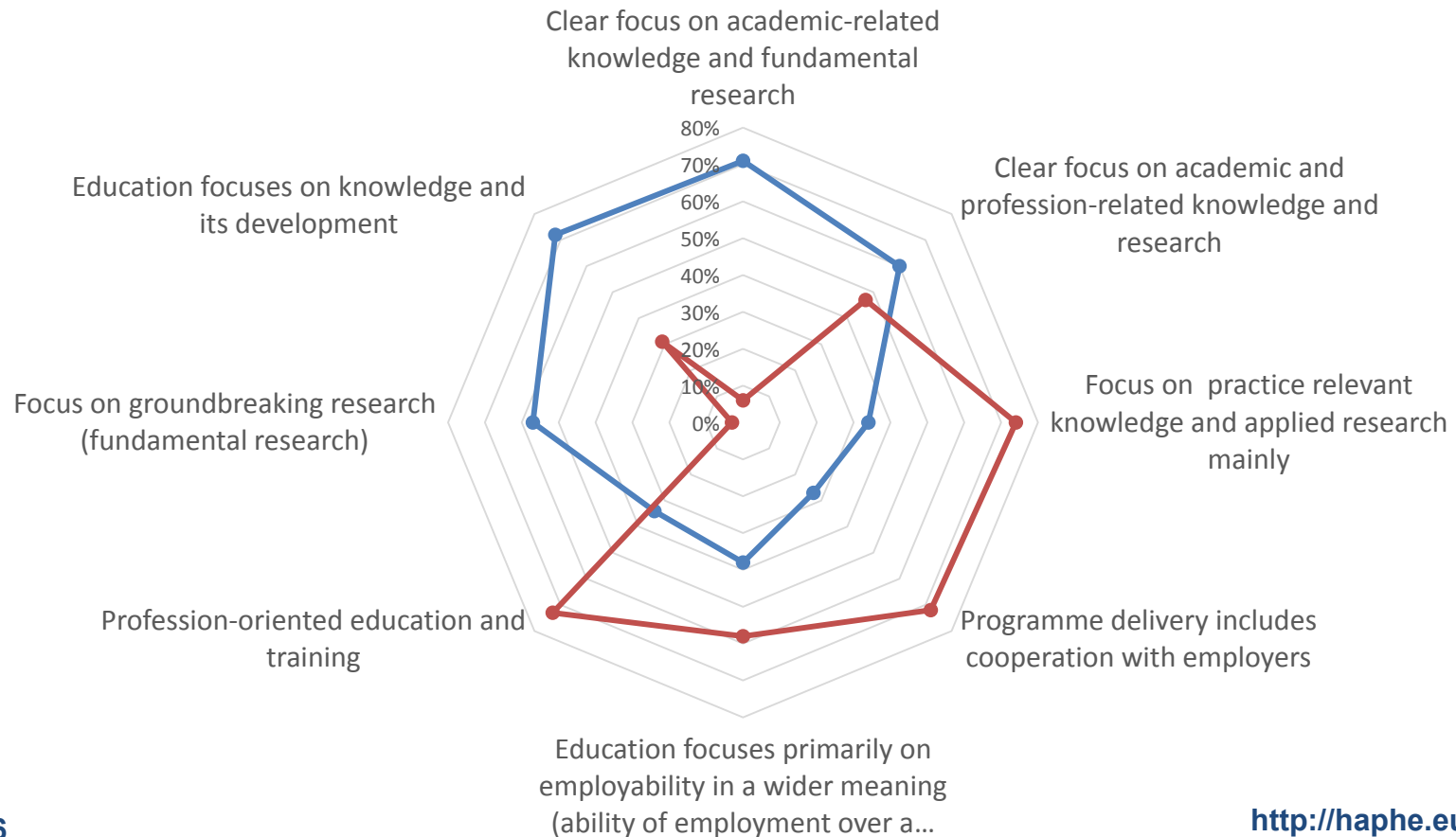
- **Full equivalence** of PHE and AHE, with automatic transition between cycles and profiles
- **Easy transition** between profiles and cycles, with bridging programmes used to prepare students for access
- **Difficult transition** between profiles and levels – while bridging programmes exist they are extremely demanding, and form a considerable barrier to access to the next cycle.
- **No transition possible** – in some countries it is not possible to transfer between profile and cycle, particularly from Level 7 to Level 8 of the EQF.



Differences between “PHEI & universities”

What institutions think of themselves

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





Harmonising Approaches
To Professional Higher
Education In Europe

HAPHE SURVEY Results Perceptions of PHE in the Czech Republic



HAPHE Survey Results

First results – 03-08-2013
EU Level versus Czech Republic HEI All Perspectives

Prepared by Prof. Dr. Nicole Graf, Raimund Hudak
DHBW Stuttgart, Germany



Statistics EU – Czech Republic

Type of Survey Participants	Participated
EU-HEI All: <u>Institutions</u> (Academic Universities, Universities of Applied Sciences, HE Colleges, Tertiary Vocational Education) <u>System Level Stakeholders</u> (Associations of HEI, Ministry of Education, National Education Councils)	472
Czech Republic HEI-All <u>Institutions</u> (Academic Universities, Universities of Applied Sciences, HE Colleges, Tertiary Vocational Education)	57

Active participation of 18 European countries

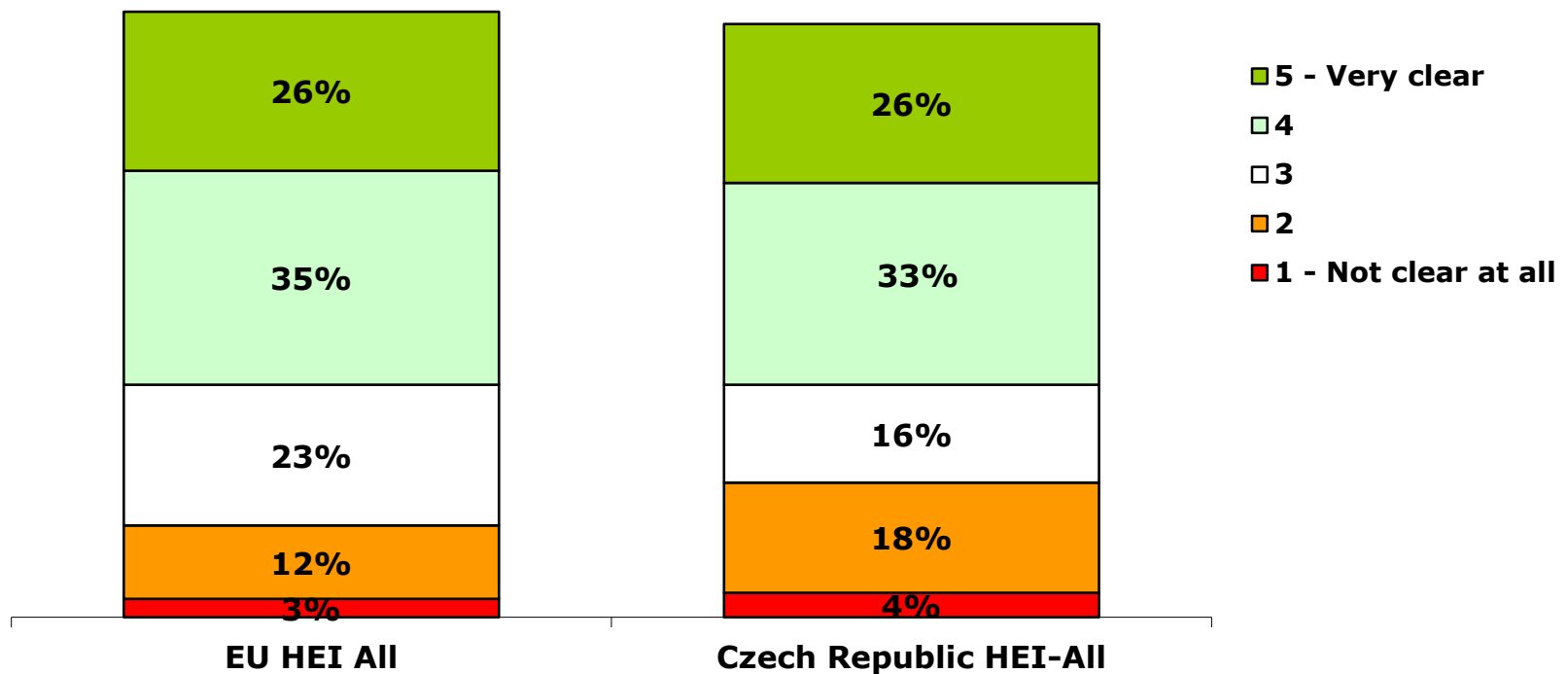


PHE POTENTIAL & GOVERNANCE



Meaning and Forms
of
Professional Higher
Education

**Q3: In your understanding:
Is the term “Professional Higher Education” clear?**





- Educational policies, i.e. from relevant government ministries regarding the scope and scale of PHE are not showing a high evidence in the Czech Republic. The data is lower than the EU average and is showing the highest level of no evidence form all countries
- Economical policies from government ministries in Czech Republic are rarely to not evident. The data is showing the lowest evidence level found in the EU data.
- The existing regulations, guidelines or policies that define the shape and particular structure of PHE are not explicit at all and are showing the lowest data and a very high variance to the EU data.
- The majority of higher-education institutions are not interested in developing and implementing PHE in Czech Republic. The data is the lowest in the EU data set.

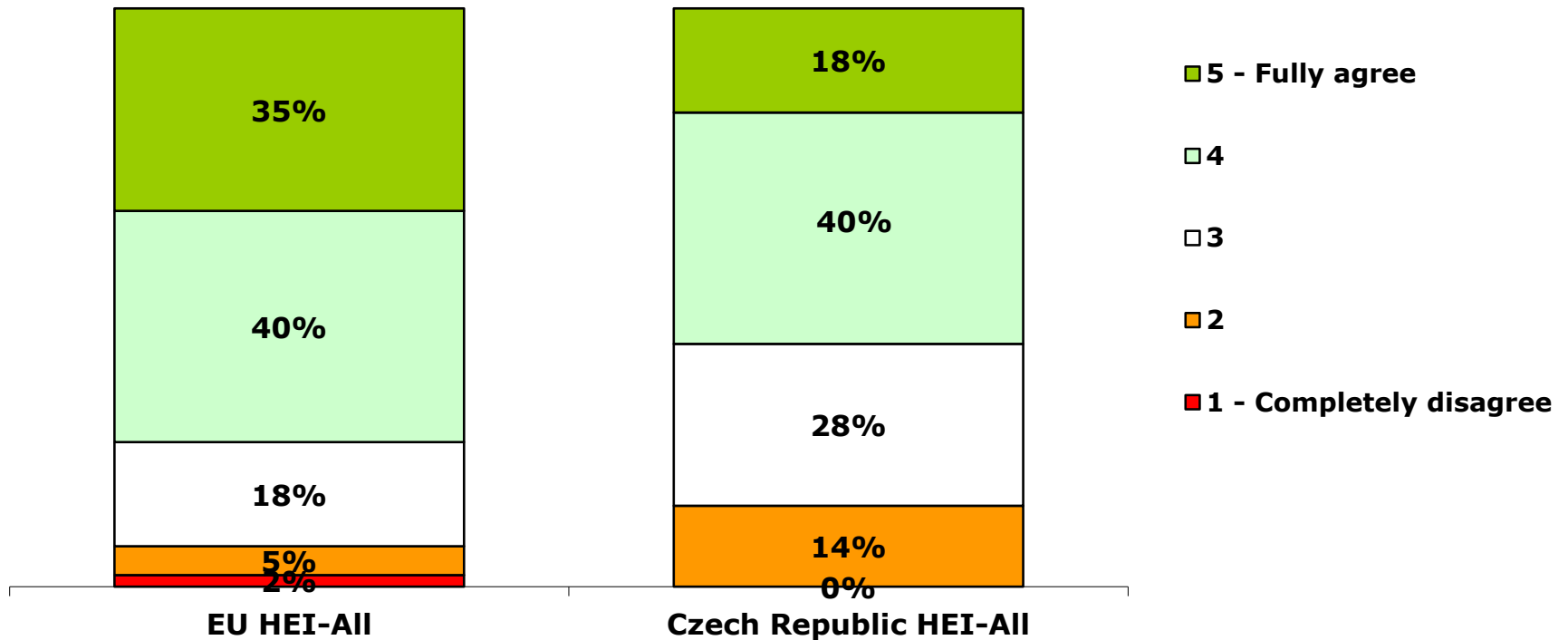


- The demand from employers, professional bodies, organisations or industry representatives are important and the key main driver for PHE in the Czech Republic. The data is low compared to the EU average.
- Financial benefits in cooperation with industry, as well as market demands for LLL are less important and lower than the EU average data.
- The employability of graduates is a main driver for PHE in Czech Republic, but lower than the EU average.
- Only 58% of the survey participants agree that there is a growing demand for well profiled PHE in the Czech Republic. This is the lowest data level in the EU data set



Meaning and Forms
of
Professional Higher
Education

Q9: Do you agree that there is a growing demand for well profiled PHE in your country?



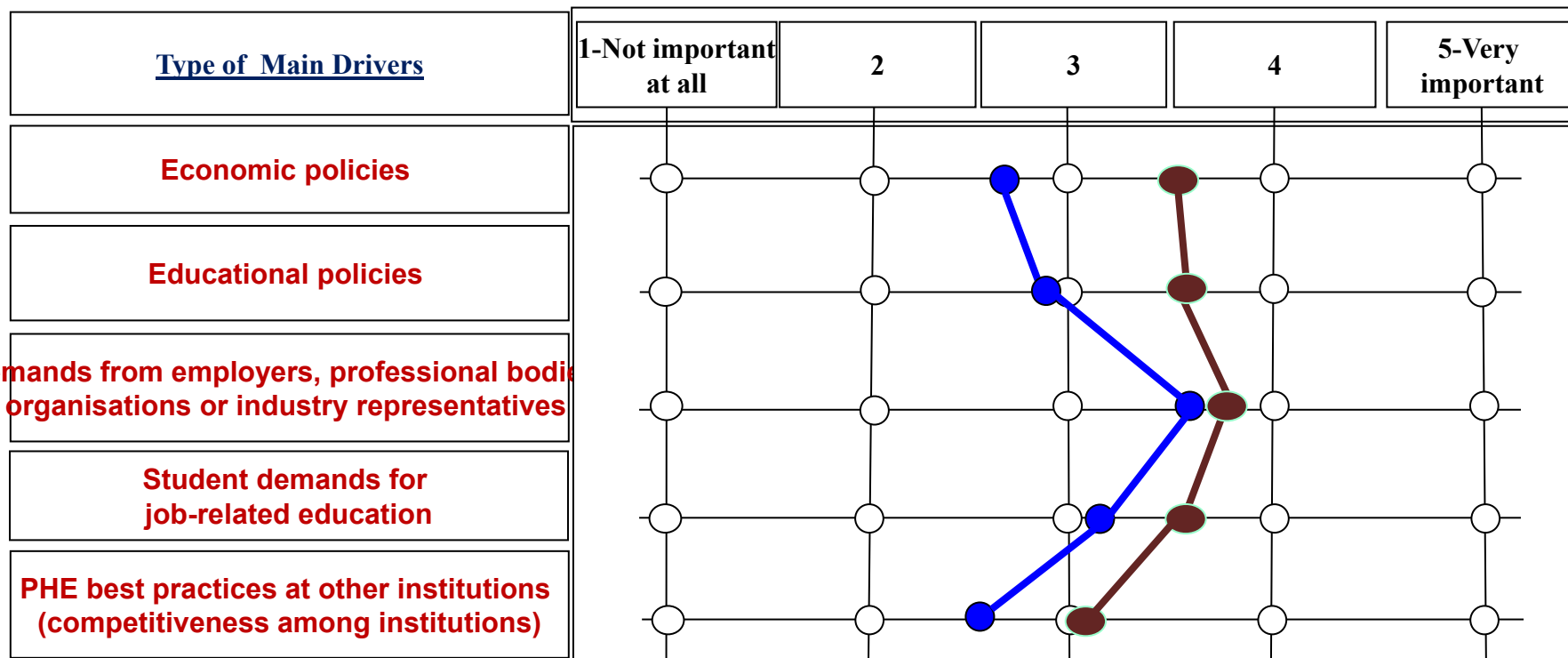


Q10: IF ANY - What are the main drivers for PHE in your country?

Meaning and Forms
of
Professional Higher
Education

EU HEI-All

Czech Republic HEI-All



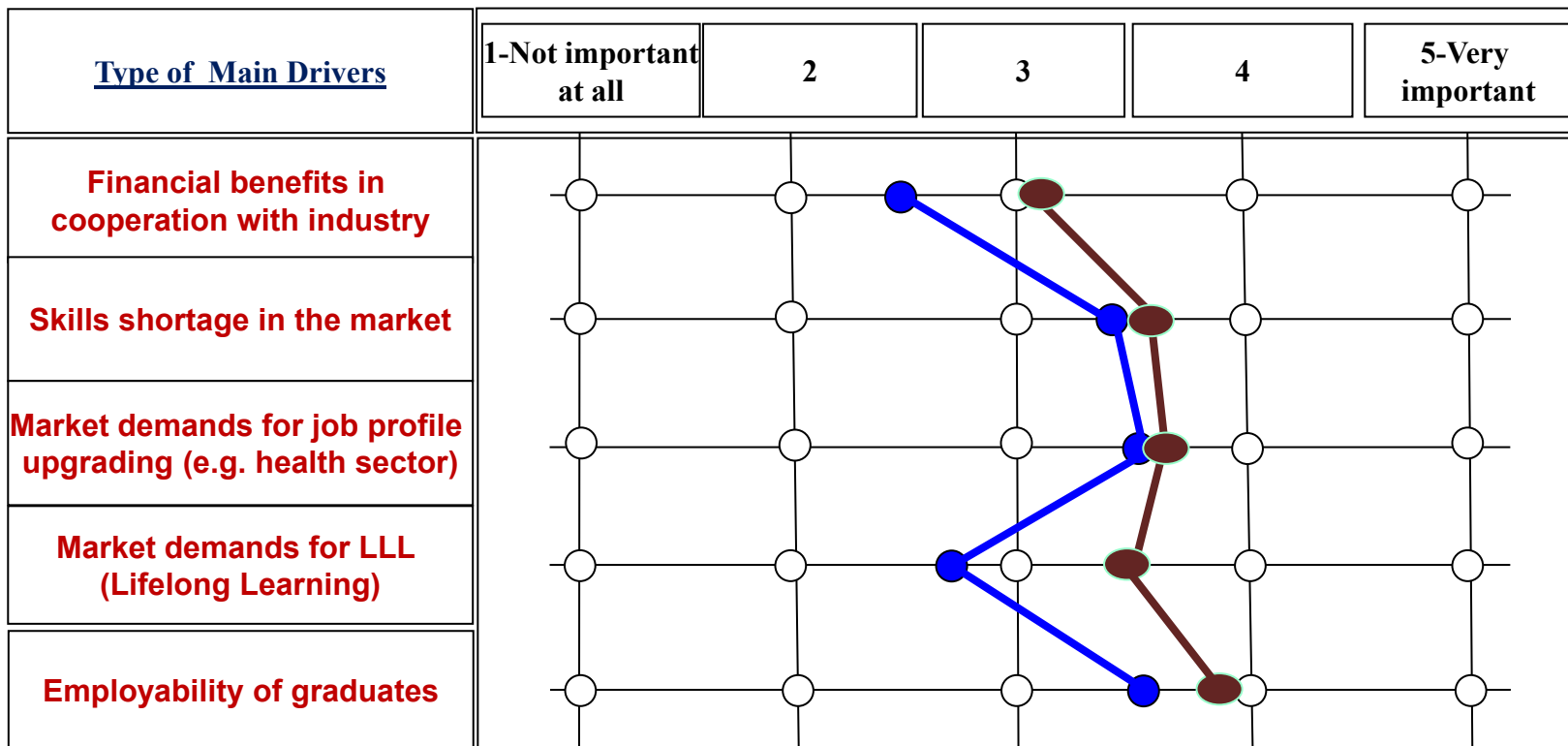


Q10: IF ANY - What are the main drivers for PHE in your country?

Meaning and Forms
of
Professional Higher
Education

EU HEI-All

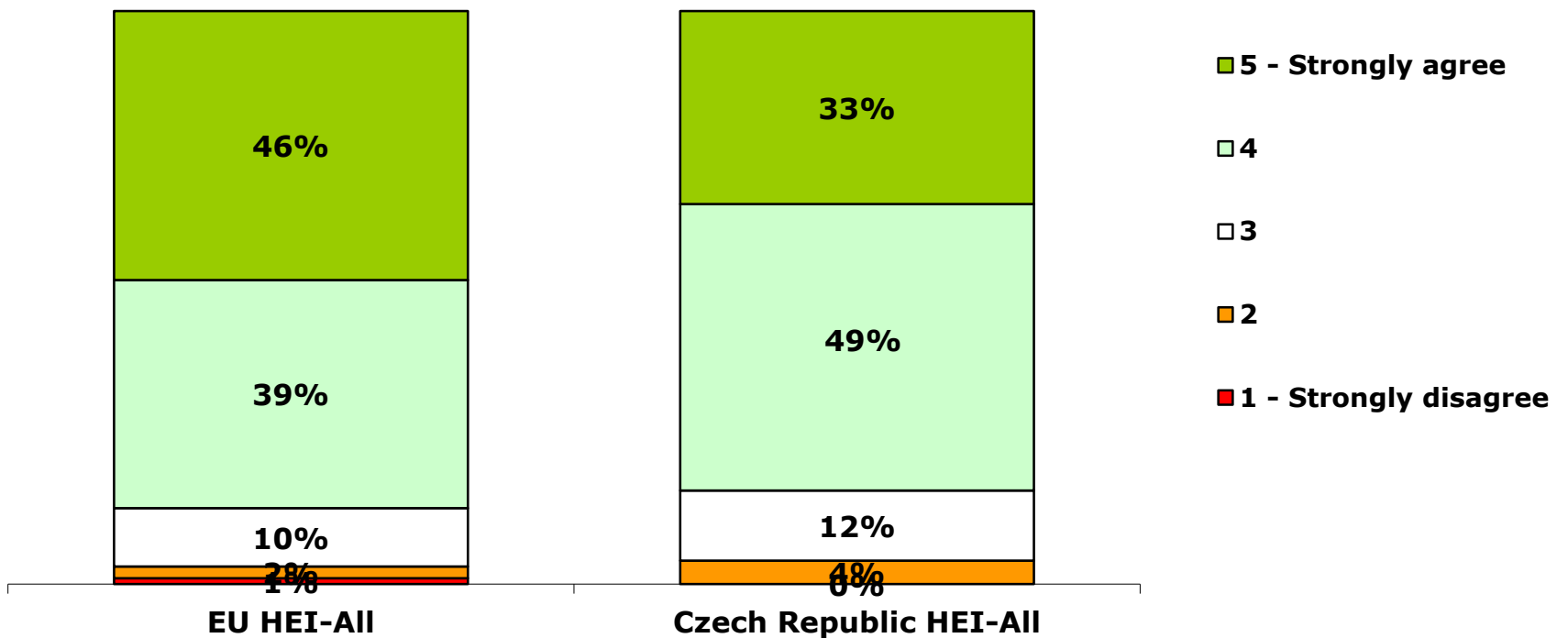
Czech Republic HEI-All





Trends and Drivers
for
Professional Higher
Education

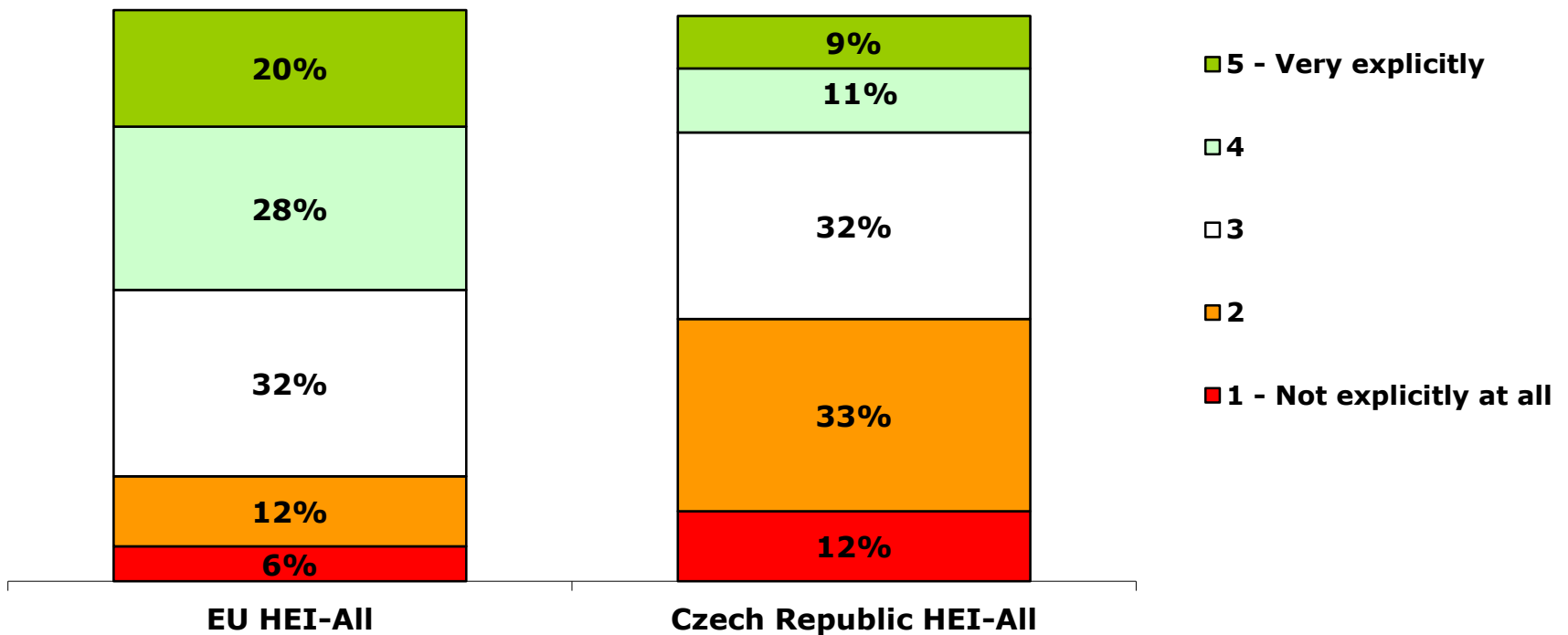
Q25. Over the next years, industry demand for employees with qualifications combining practical skills and academic higher education will increase.





Development
of
Professional Higher
Education

Q19. Are there regulations, guidelines or policies that explicitly define the shape and particular structure of PHE in your country?



Interaction with the World of Work : Findings



- A significant number of participants perceive that the cooperation between higher education and professional sphere is not frequently occurring and used practice. All data from Czech Republic are lower than the EU average data.
- There is some involvement of employers in policy development. The data shows a high variance compared to the EU average.
- There is a very low level of involvement of companies in the evaluation / accreditation in Czech Republic. The data is the lowest level and shows a high variance to the EU average.
- The provision of internships is frequently occurring, but lower than the EU average
- The participants state that the importance of PHE in the labour market is not very high in Czech Republic. The data is the lowest compared to other EU countries....
- ... and the rate of the current offer / fulfilment is seen as low in Czech Republic compared to the EU average.

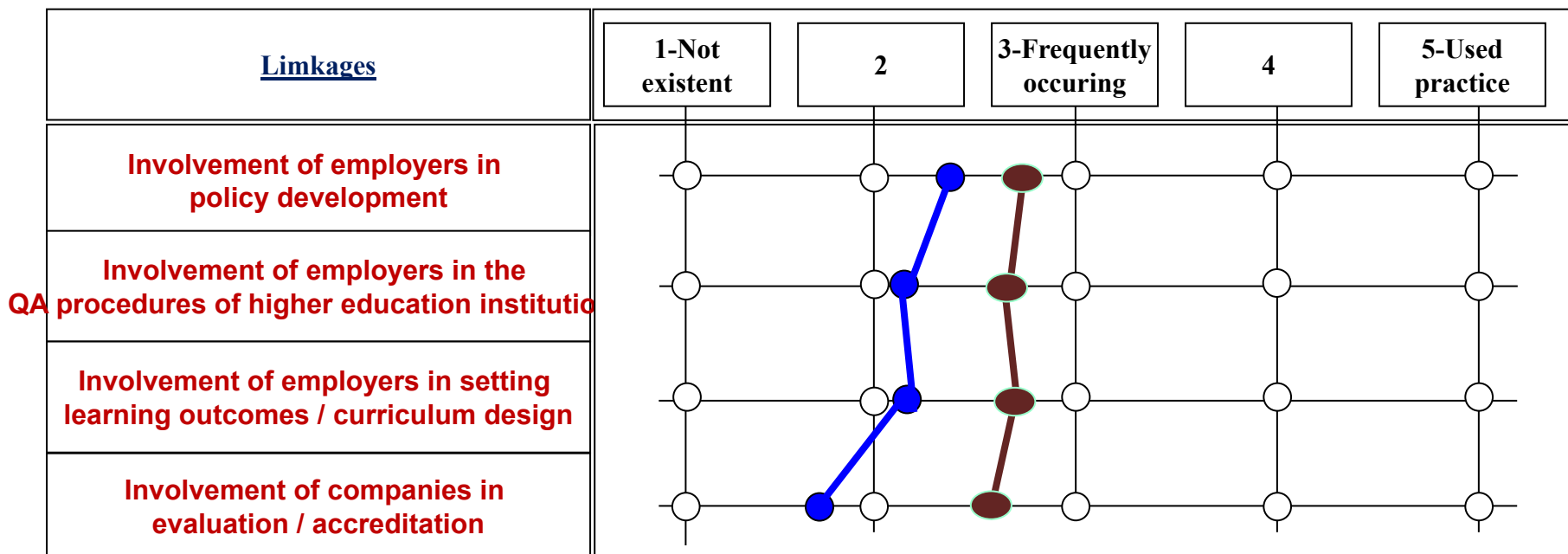


Q12: One important aspect of PHE should be the cooperation between higher education and professional sphere. To what extent does it exist in your country?

Meaning and Forms
of
Professional Higher
Education

EU HEI-All

Czech Republic HEI-All





Meaning and Forms
of
Professional Higher
Education

Q12: One important aspect of PHE should be the cooperation between higher education and professional sphere. To what extent does it exist in your country?

EU HEI-All

Czech Republic HEI-All

<u>Type of Main Drivers</u>	EU HEI-All					Czech Republic HEI-All				
	1-Not existent	2	3-Frequently occurring	4	5-Used practice	1-Not existent	2	3-Frequently occurring	4	5-Used practice
Collaboration with employers in defining new study programs	○	○	●	●	○	○	○	○	○	○
Collaboration with employers in delivery of study programs / teaching	○	○	●	●	○	○	○	○	○	○
Provision of internships	○	○	●	●	○	○	○	○	○	○

Quality: Findings



- The main drivers in pursuing quality management are accreditation requirements and continuous improvement. The Czech Republic data is lower than the EU average.
- Institutions' internal policies are also seen as a main driver stimulating quality, but less compared to other EU countries
- National or regional programmes stimulating quality requirements for HE is no key drivers for quality requirements.
- Overall most of data points pursuing quality requirements from the Czech Republic are showing lower ratings compared to the EU data average

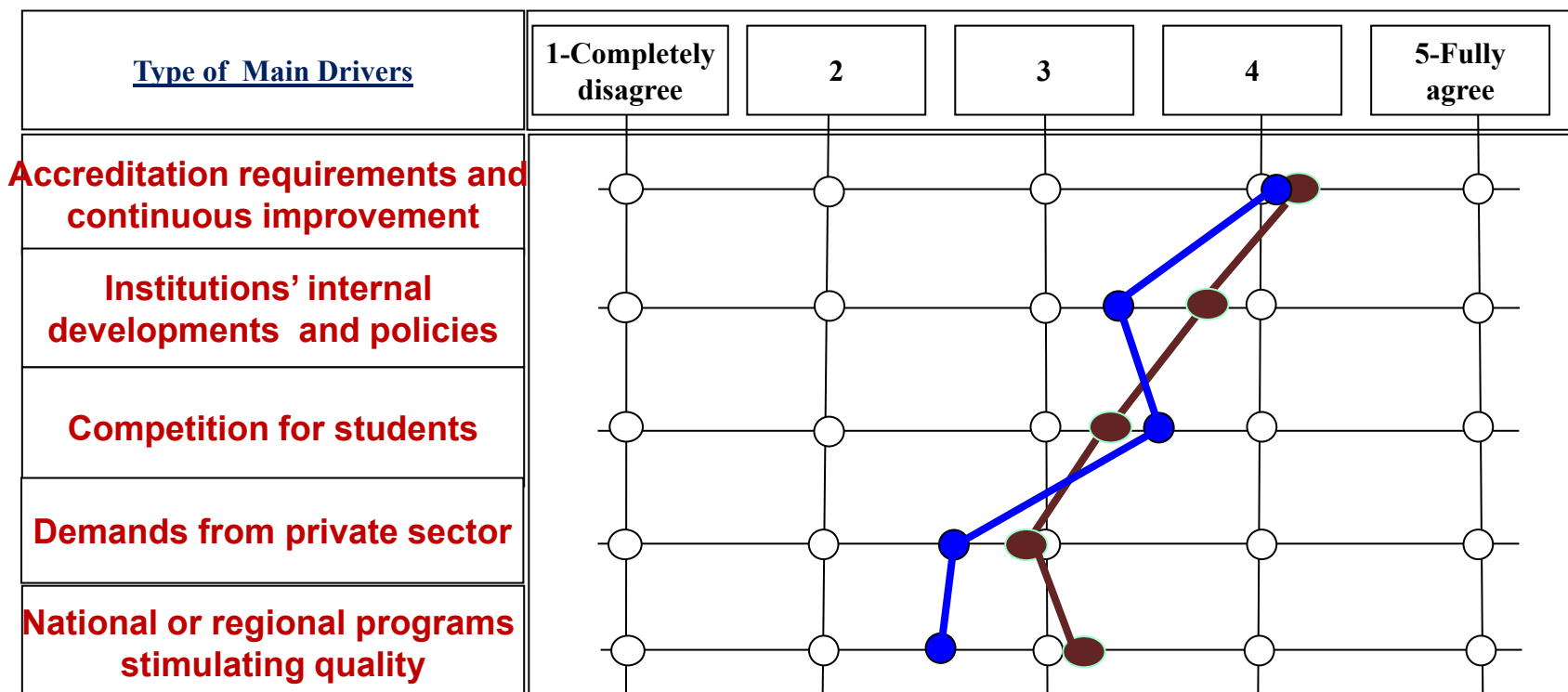


Q15: What are the main drivers in pursuing quality requirements for HE in your country?

Quality Delivery
of PHE

EU HEI-All

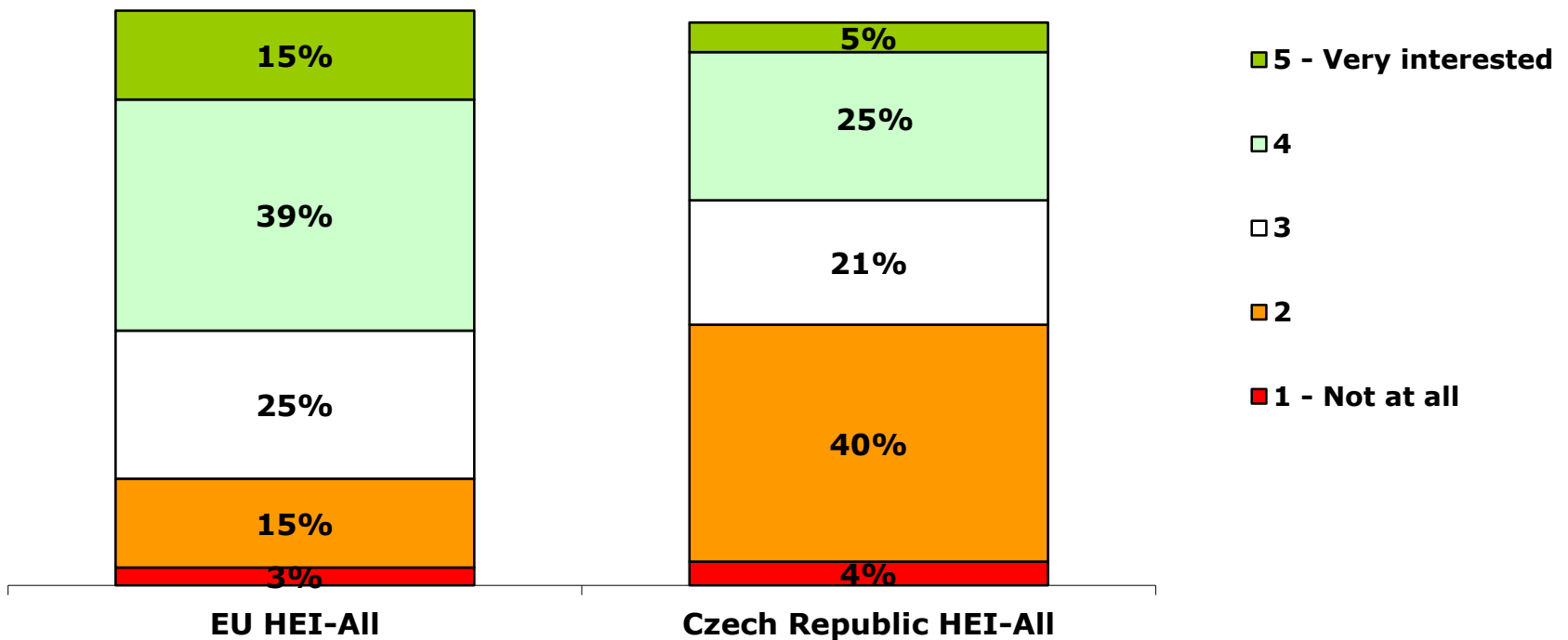
Czech Republic HEI-All





Development
of
Professional Higher
Education

Q21. Are the majority of higher-education institutions interested in developing and implementing PHE in your country?





NEXT PRESENTATION

DEFINING PHE...

Definition of PHE



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



PHE Characteristics Framework

Defining
Characteristics
of
Professional Higher
Education

- According to the overall aim of the project to **harmonise approaches to professional higher education in Europe** a set of key characteristics were defined.
- In particular the project objectives are to **reinforce the role of professional higher education** within overall HE provision in order to:
 - Better interconnect education, the labour market, research and innovation
 - Accelerate the development of professional education
 - Improve coordination and collaboration amongst actors in the sector
- The following framework defines **multidimensional characteristics** of Professional Higher Education and **quality indicators – the core criteria** for each characteristic.

- **Policy and Strategy :**
 - How is PHE *embedded and represented* in the overall strategic framework and policies of higher education institutions?
- **Teaching and Learning:**
 - How is teaching and learning *influenced* through specific characteristics of PHE?
- **Research**
 - How is research *integrated* as part of a sustainable PHE, recognising that it might differ from level to level and has not been implemented in all institutions yet?

- **Policy and Strategy:**
 - Policy and Strategy Integration
 - Objectives and Outcomes of PHE
 - Regional Integration
- **Teaching and Learning:**
 - Methods of Curriculum Development
 - Learning Methodology
 - Content for Teaching and Learning
 - Learning Environment
 - Programme Team
- **Research:**
 - Research Agenda
 - Research Process
 - Research Outputs and Outcomes



PHE Characteristics Framework

Characteristics	Description	Core Criteria
Policy and Strategy <i>How is PHE embedded and represented in the overall strategic policies and framework of higher education institutions.</i>		
Policy and Strategy Integration	Integration of the world of work into policy and strategic frameworks	Institutional policies and strategies are defined in collaboration with the world of work.
Objectives and Outcomes	Main objectives in relation to the outcome of PHE	PHE specifically focuses on enhancing job related skills and competencies with a view to raising employability of students. The emphasis is on learning outcomes and profession-oriented research.
Regional Integration	Engagement with its regions	PHE is strongly embedded in regional partnerships with the world of work.



Characteristics	Description	Core Criteria
<h2>Teaching and Learning</h2> <p><i>How is teaching and learning influenced through the specific characteristics of PHE?</i></p>		
<p>Methods of Curriculum Development</p>	<p>Curriculum development refers to</p> <ul style="list-style-type: none"> - methods of learning - design and development of curricula - learning objectives and outcomes. 	<p>Curricula are developed by academia in collaboration with stakeholders, in particular with the world of work.</p> <p>Curricula are aligned to the future needs of the practice and employment context based on evidence.</p>
<p>Learning Methodology</p> <p><u><i>The How</i></u></p>	<p>The learning methodology comprises</p> <ul style="list-style-type: none"> - the learning design - the assessments needed to assess the learning outcomes. 	<p>The learning methodology comprises methods of active, collaborative and self-organised learning and while focussing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL). Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment.</p>
<p>Content for Teaching and Learning</p> <p><u><i>The What</i></u></p>	<p>The content comprises</p> <ul style="list-style-type: none"> - working methods, - practice examples - a syllabus and other materials, 	<p>The learning content is productively integrating theory and practice through examples, case studies, problem- & project-based learning, latest research or trends and references from both perspectives, the world of work and the academia.</p>



Characteristics	Description	Core Criteria
<h2>Teaching and Learning</h2> <p><i>How is teaching and learning influenced through the specific characteristics of PHE.</i></p>		
<p>Learning Outcomes</p> <p><u><i>The Why</i></u></p>	<p>The learning outcomes refer to what a learner is expected to know, understand and be able to do as the result of a process of learning</p>	<p>The learning outcomes reflect essential knowledge, skills, and attitudes related to the specific professional requirements but should not be limited to this.</p> <p>In addition students acquire professional and life skills which enable them to act successfully and in a self-organised way in a potentially changing work environment.</p>
<p>Learning Environment</p> <p><u><i>The Where</i></u></p>	<p>The learning environment refers to the surroundings and conditions in which learning takes place</p>	<p>The learning environment includes experience within the Institution as well as outside, in the world of work.</p> <p>Significant practice phases and/or job experiences serve to reflect theory in a practical context.</p>
<p>Programme Team</p> <p><u><i>The Who</i></u></p>	<p>The programme team refers to all persons involved in the design, delivery and assessment of learning, including visiting lecturers, professionals and support staff</p>	<p>At the programme level, the team shows an appropriate balance of academic background and relevant experience from the world of work.</p>



Characteristics	Description	Core Criteria
Research <i>How is Research integrated as part of a sustainable PHE, recognising that it might differ from level to level and is not implemented in all institutions yet?</i>		
Research Agenda	The research agenda is the scope of the research activity	The research agenda is informed by the world of work in order to meet the needs of society and of enterprises.
Research Process	Academic and practical or applied research	<p>Researchers seek input from the world of work and value stakeholders' requests and contributions.</p> <p>The research process respects the nature of the inputs and can include various types of research activities and scholarship, as appropriate to the EQF level.</p>
Research Outputs and Outcomes	The expected result of research	<p>The research outputs are likely to include licenses, patents, professional masters and professional doctorates.</p> <p>Research outcomes aim to be relevant to the world of work.</p>



- Is the definition also describing your understanding of PHE?
- Do you believe this definition can fit the whole sector of HE?
- Do you believe the previously mentioned dimensions and characteristics cover all aspects of PHE when looking for characterisation?
- Is there any important dimension missing?
- Do you agree with the PHE characteristics?
- What would you like to change / add?
- Are the PHE framework and characteristics adequate to cover the complexity of PHE?



Conclusions/presentations

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HAPHE Consortium

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- Cooperative State University Baden Wurttemberg
- Knowledge Innovation Centre
- Skupnost Višjih Strokovnih Šol
- Czech Association of Schools of Professional Higher Education
- Tallinna Tehnikakõrgkool University of Applied Science
- Vlaamse Hogescholenraad (Vlhora)
- Association of University Institutes of Technology Directors
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