

Professional Higher Education



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Double goal

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- Characteristics of excellent professional HE
 - Challenges in European professional HE

Double perspective

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- Flemish University Colleges
 - 'Academisation' of programmes ...
 - Almost binarity (PHE / AHE) on institutional level
 - Eurashe: representing and promoting PHE in all types of institutions

What is professional HE ?

Already a European Challenge #1!



**Harmonising Approaches
To Professional Higher
Education In Europe**

www.eurashe.eu/haphe

Features of Professional Higher Education

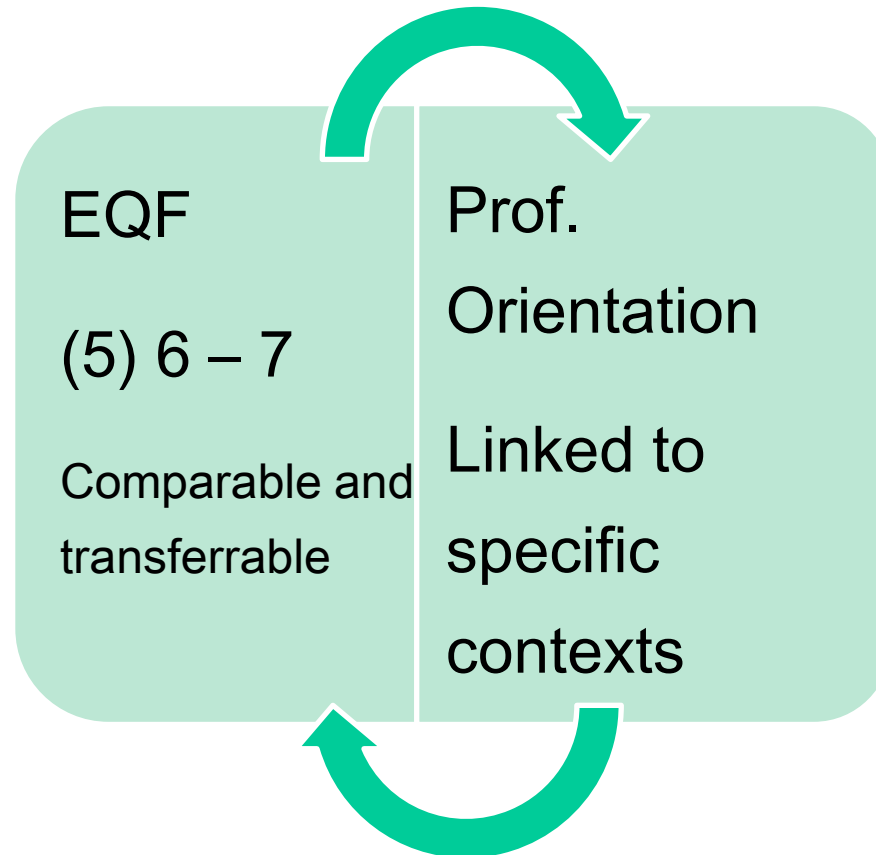


- A strong link with the world of employment & with enterprises
- Close involvement of all stakeholders (including students)
- Regional embedding of education & research
- Practice-oriented & competence-based
- Accessible and labour-market oriented
- Flexible schemes and study programmes for new groups of learners, following new requirements of the labour market

So

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- 1) Try to characterize (good) PHE
 - 2) Challenges following this characterization
 - 3) Some preliminary Haphe results

USP of PHE



Knowledge

Skills

Competences

e.g. 6 -> advanced knowledge ...

-> manage complex technical professional activities

e.g. 7 -> highly specialized knowledge

-> responsibility for contributing to prof. knowledge

Commonly accepted?

Why do some professional graduates (BA or Ma!) experience trouble to prove their value?

What about specifications (of science / of arts)?

What about rankings?

Challenge #2: Europe should fight this kind of discrimination

Professional orientation

Bachelor and master education in specific professional contexts

Content

Work forms

Network

Practice-oriented research

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- Professional examples, use and relevance
But generally applicable and on scientific base
 - Analytical and scientific but applied in professional situations
 - Specifically applied, generally transferable

(e.g. IT, anatomy, communication, psychology)

Similarity to professional working contexts

Internships/work placements/work place learning

Not applying the learned, but learning through applying

Different contexts: flexibility and transferability

Projects/problem solving/assignments

Work forms

Building a strong professional learning environment

Also case studies, simulations, labs, final theses

In cooperation with world of work

Assessed by people outside university

Extra : more general skills and attitudes linked to professional contexts

Challenge #3: financing

These types of work forms cost a lot of effort and money

Networks

Teaching staff with professional experience

Visiting professionals

Network building through work placements,
cases, study visits ...

Network for curriculum/university/staff

Network for graduates

Innovation and improvement of all partners

Challenge #4: professional versus political network

Practice-oriented research

Applied

Demand driven

Close cooperation with world of work

Extra for SMEs and social-profit

Involving staff and students

Innovation driver

Benefits for students, staff, society

Challenge #5: promote recognition and funding of practice oriented research

Challenges

Previously:

Challenge #1: Define PHE

Challenge #2: End discrimination of PHE

Challenge #3: Recognize financial demands of PHE

Challenge #4: Empower professional networks

Challenge #5: Promote practice-oriented research

Challenges

More:

Challenge #6: Academic drift

Challenge #7: Professional drift

Challenge #8: Professional narrowing



Harmonising Approaches
To Professional Higher
Education In Europe

Perceptions of PHE in Europe



HAPHE Survey Results

Prepared for the Eurashe conference Split

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



Survey of PHE in Europe

Survey Objectives

- The survey had to ask the main national actors in PHE (be they umbrella organisations for PHE, groups of institutions or government bodies), in at least 15 member states.
- The survey had two aims:
 - to characterise the nature of PHE provision in the respective countries.
 - to collect the national stakeholders' views on PHE.



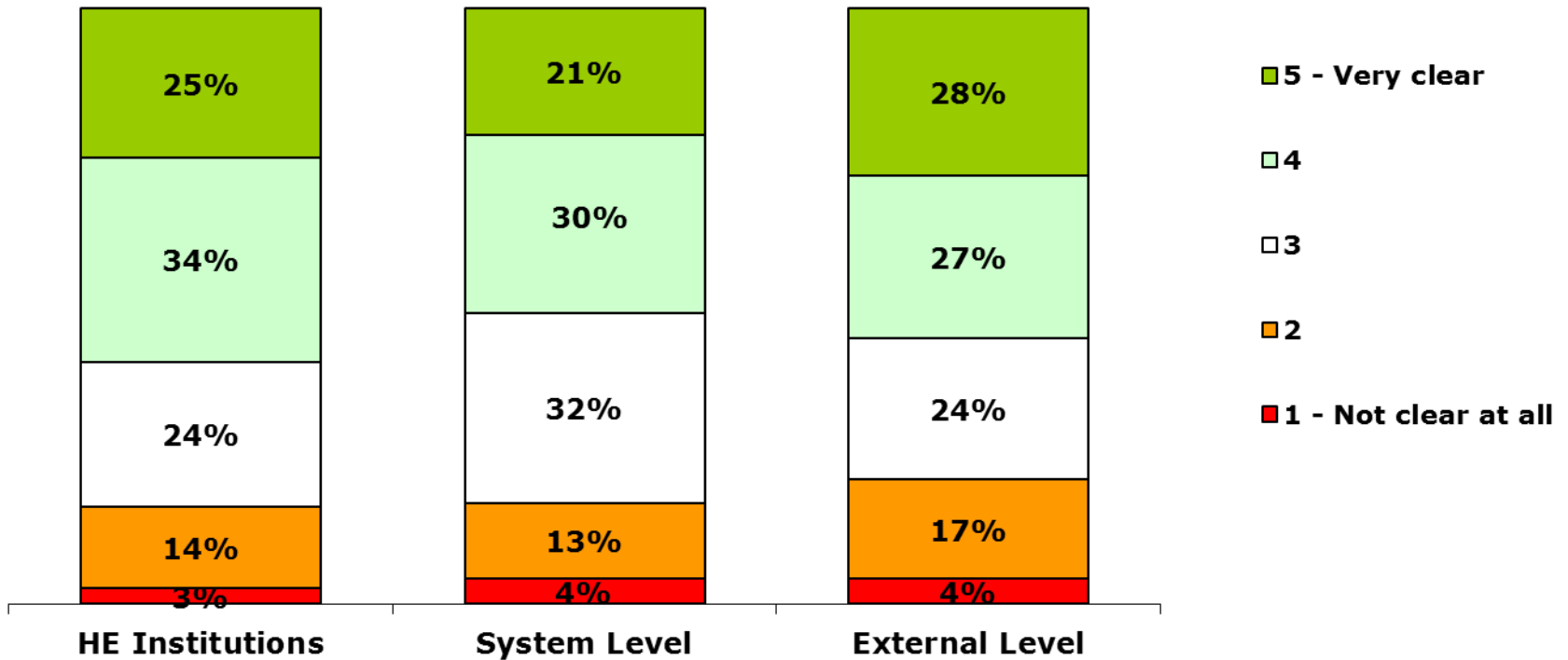
Key Findings (1)

- For most stakeholders the term “Professional Higher Education” (PHE) is clear.
- There is a growing demand for well profiled PHE in all countries.
- More than 50 % of the survey participants perceive that economic and educational policies are the main drivers for PHE.



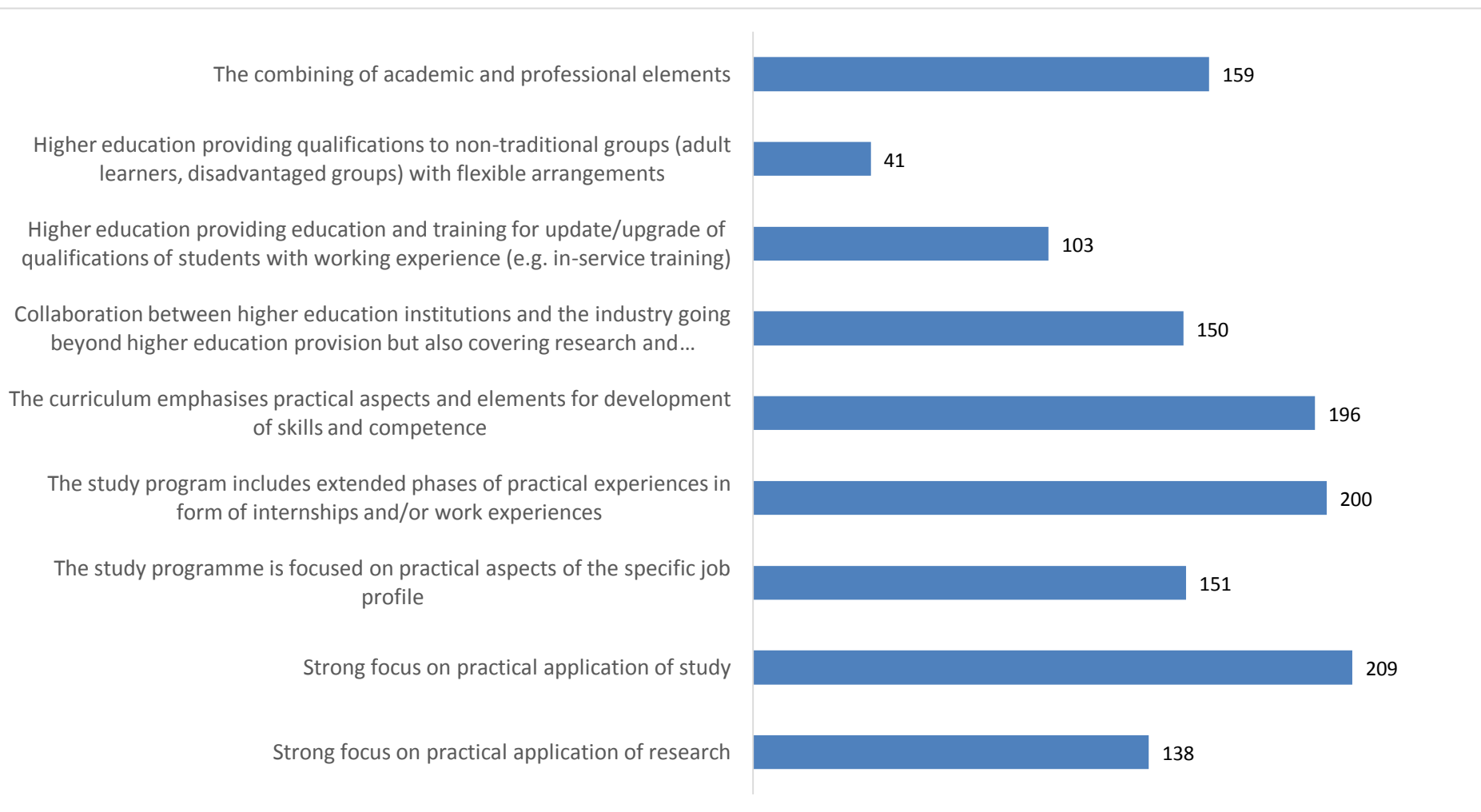
Meaning and Forms
of
Professional Higher
Education

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





Characteristics of PHE





Key Findings (2)

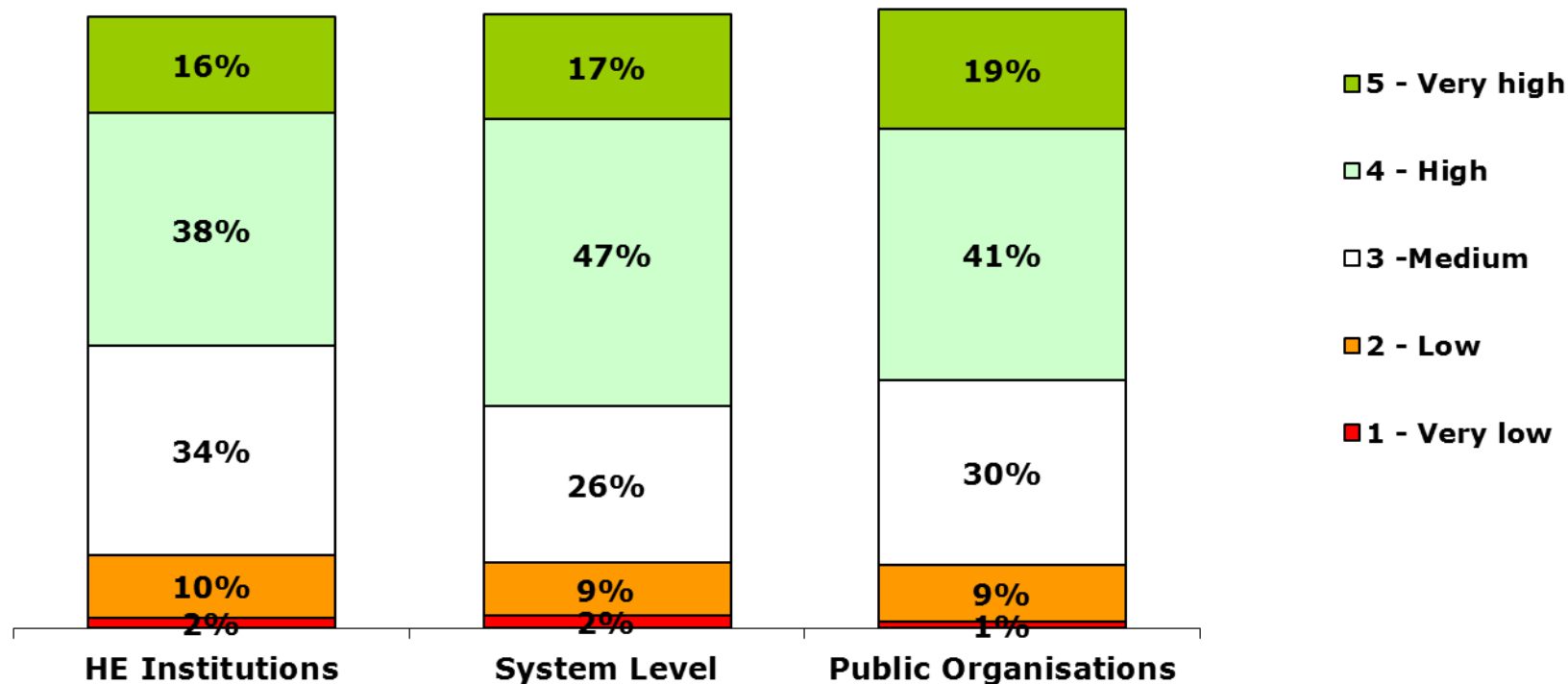
- A significant number of participants perceive that the cooperation between higher education and professional sphere is not existent.
- More than 50% of all participants stated that the importance of PHE in the labour market is high....
- ... but the rate of the current offer / fulfilment is rather medium.



State of Implementation
of
Professional Higher
Education

Q13: Please qualify the actual demand for PHE programmes from the labour market and the offer / fulfillment of HE institutions in your country.

Rate the importance of PHE in your labour market





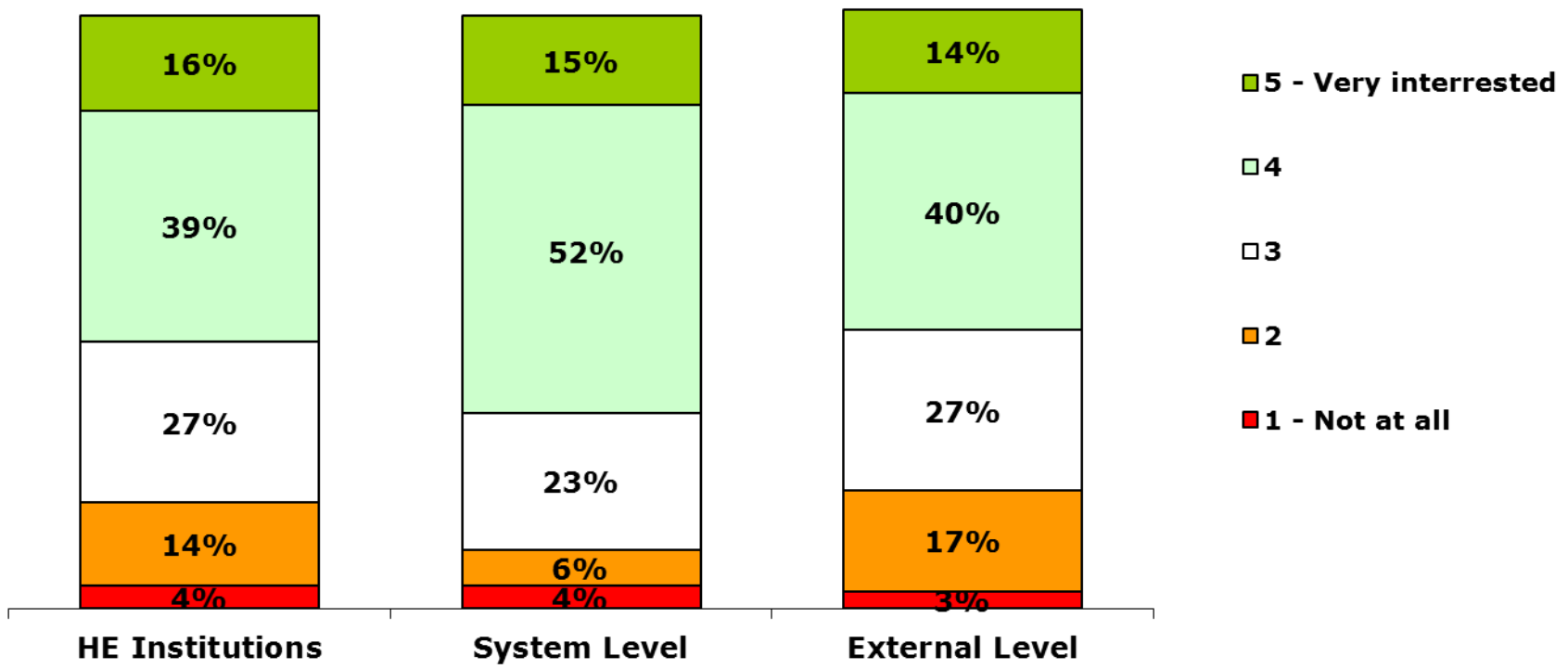
Key Findings (3)

- More than 60% of survey responses are stating that the majority of higher-education institutions are interested in developing and implementing PHE in their country.
- Also international policies, trends or benchmarks support the development of PHE across all analyzed countries.
- Regulations, guidelines or policies that explicitly define the shape and particular structure of PHE exist mostly, but shows room for improvement.



Development
of
Professional Higher
Education

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





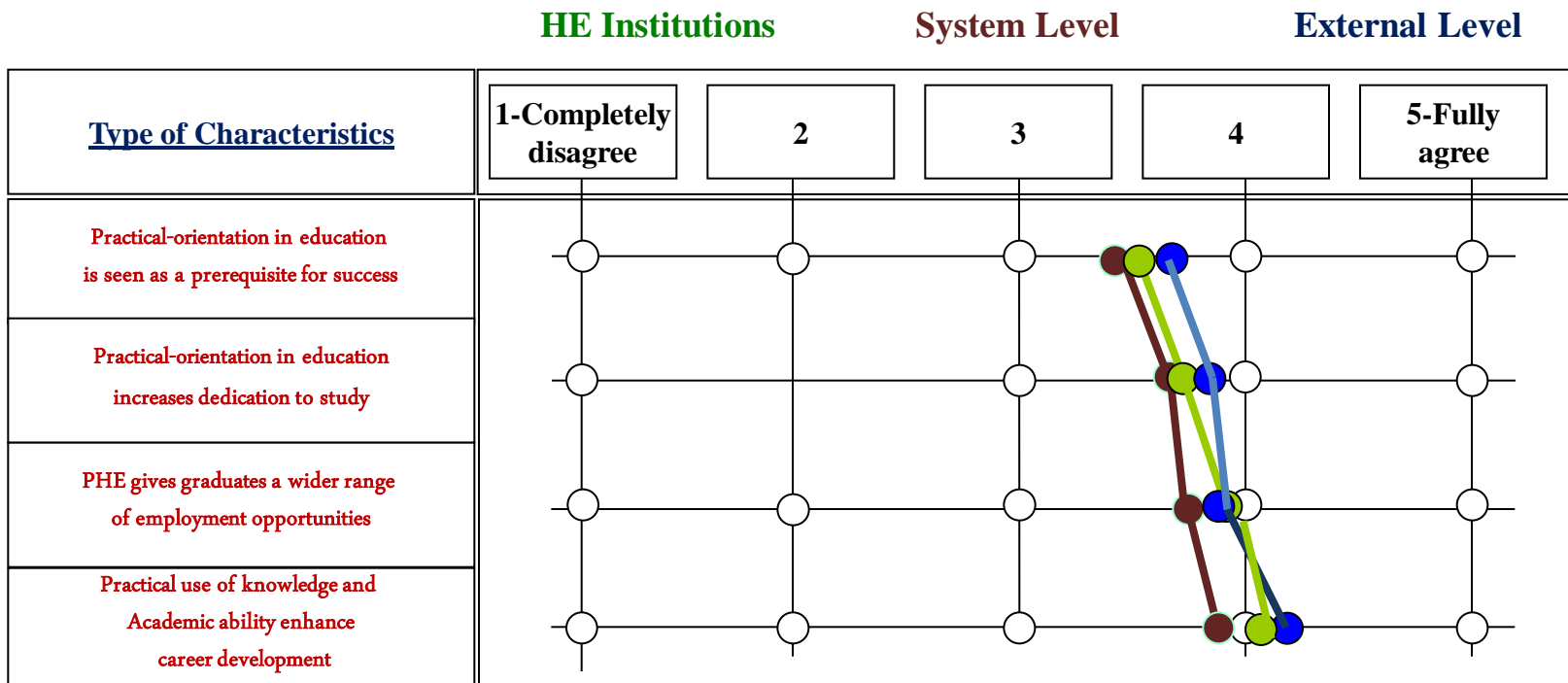
Key Findings (4)

- More than 80% of all participants comment that over the next years, industry demand for employees with qualifications combining practical skills and academic higher education will increase.
- And more than 90% are stating that the need for qualified employees is the primary motivator for professional sphere.
- And that the student retention and completion rate will increase with PHE.



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

Trends and Drivers
for
Professional Higher
Education





Topic 3: In your opinion, what action should your government and stakeholders take to increase professional-oriented education and in its relationship with the market? (How to stimulate PHE in your country)



- Improve the definition
- Partnership between academic and PHE
- Marketing for the image of PHE
- Provision of labour market needs, trends...
- Measure the outcome
- Show the quality of PHE

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