E³UDRES²

Engaged and Entrepreneurial European University as Driver for European Smart and Sustainable Regions

MICRO-CREDENTIALS: NEW OPPORTUNITIES FOR HIGHER EDUCATION

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AGENDA

o Concept of E^{3}UDRES^2, profile, values

o Future plans: focus on flexible learning

o Role of micro-credentials: standard, target groups

o Opportunities & challenges

o Q & A

E^{3}UDRES^2

EUROPEAN POLICIES

2017 European Education Area: European Universities

- Twin Agenda: Green and Digital Transformation
- European Strategy for Universities
  - Role of European Universities (up to 60 in 2024)
  - New pilots – degree, labels
  - European Students Card
  - Micro-credentials
- European Skills Agenda (up-/re-skilling, LLL, future skills)

- European Research Area
  - ERA Hubs
  - Capacity Building
- European Innovation Agenda
- Recovery & Resilience funding
- Support to Ukraine & recovery
- Western Balkans accession to EU
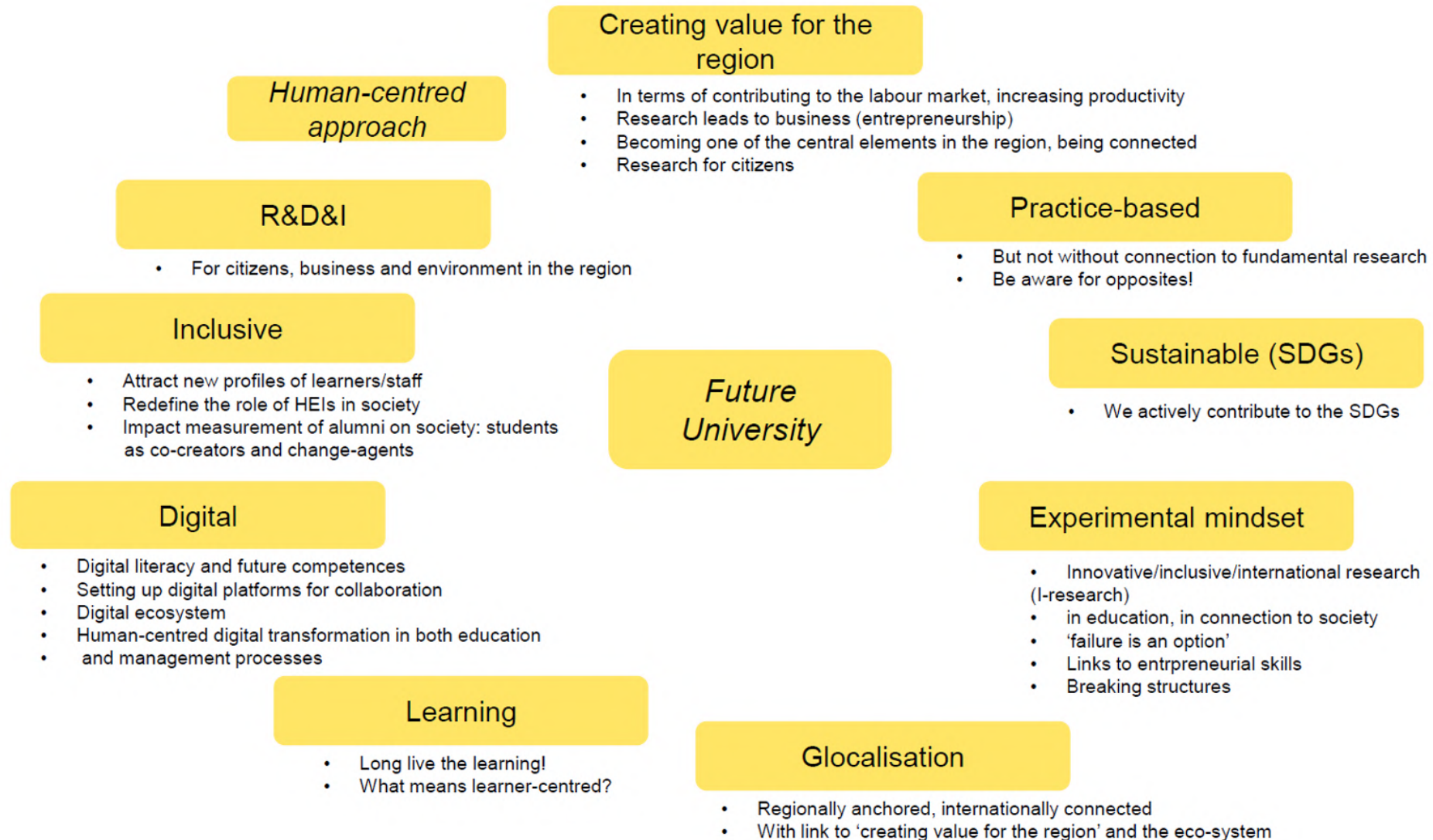
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E³UDRES² EUROPEAN UNIVERSITY ALLIANCE

› E³UDRES promotes the **development of small and medium-sized cities and their rural areas** into **smart and sustainable regions**

› E³UDRES **promotes outstanding ideas and concepts for future universities**, integrates **challenge-based** and **future-proof learning**, **mission-oriented research**, **human-centered innovation** as well as **open and engaged knowledge exchange** as interrelated core areas

› E³UDRES shapes a **prosperous future** with the best possible quality of life for a self-determined people in a **progressive European society**

› E³UDRES establishes an exemplary **multi-university campus** across Europe

E³UDRES²

- **9 HE institutions**
- **100.000+ students**
- **10.000+ staff**
- **40+ regional partners**

Saxion University
of Applied Sciences*
– The Netherlands

Vidzeme University
of Applied Sciences
– Latvia

Jyväskylä University
of Applied Sciences
– Finland

9

1

Fulda University
of Applied Sciences*
– Germany

8

St. Pölten University
of Applied Sciences (Lead)
– Austria

UC Leuven-Limburg
University of Applied
Sciences
– Belgium

6

7

2

3

Hungarian University
of Agriculture and Life Sciences
– Hungary

4

Politehnica University
Timișoara
– Romania

Polytechnic
Institute of Setúbal
– Portugal

5

*joining E³UDRES² from Autumn 2023

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› **St. Pölten University Of Applied Sciences (Lead)**
https://fhstp.ac.at/

› **Politechnic Institute of Setúbal**
https://www.ips.pt/

› **Hungarian University of Agriculture and Life Sciences**
https://www.uni-mate.hu/

› **UC Leuven-Limburg UAS**
https://www.ucll.be/

› **Politehnica University Timișoara**
http://www.upt.ro/

› **Vidzeme University of Applied Sciences**
https://va.lv/

› **Fulda University of Applied Sciences**
https://www.hs-fulda.de

› **Saxion University of Applied Sciences**
https://saxion.edu

› **Jyväskylä University of Applied Sciences**
https://jamk.fi/

**+ 6 associate universities
from Ukraine & Western Balkans**

E³UDRES² FUTURE UNIVERSITY VALUES: CONTEXT MAP

Creating value for the region

- In terms of contributing to the labour market, increasing productivity
- Research leads to business (entrepreneurship)
- Becoming one of the central elements in the region, being connected
- Research for citizens

Human-centred approach

R&D&I

- For citizens, business and environment in the region

Practice-based

- But not without connection to fundamental research
- Be aware for opposites!

Inclusive

- Attract new profiles of learners/staff
- Redefine the role of HEIs in society
- Impact measurement of alumni on society: students as co-creators and change-agents

Future University

Sustainable (SDGs)

- We actively contribute to the SDGs

Digital

- Digital literacy and future competences
- Setting up digital platforms for collaboration
- Digital ecosystem
- Human-centred digital transformation in both education and management processes

Experimental mindset

- Innovative/inclusive/international research (I-research)
- in education, in connection to society
- 'failure is an option'
- Links to entrpreneurial skills
- Breaking structures

Learning

- Long live the learning!
- What means learner-centred?

Glocalisation

- Regionally anchored, internationally connected
- With link to 'creating value for the region' and the eco-system

International student teams come up with a concept draft for a challenge by researching and brainstorming together - the twist: they only have 36-48 hours for this task!

On-site co-creation format where students and experts from E³UDRES² partner universities come together for five days in international teams to develop common solutions for current regional challenges

iResidencies

on-site format in the local communities where students, researchers and staff from E³UDRES² partner universities come together for at least 1 week to develop common solutions to the rural community challenges.

Student teams work on real-life challenges over the course of various weeks, supported by Educational Entrepreneurs (coaches) and the Challenge-Owners

E³UDRES² also promotes innovation in **3 Research Networks**

9 Higher Education Institutions in E³UDRES²

100.000+ students

10.000+ staff

www.eudres.eu

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E³UDRES² PRIORITIES & PRINCIPLES 2023 – 2027

STRATEGIC PRIORITIES

- Enable **Smart Learners** to unfold talents
- Serve as a platform for **collaborative innovation** to connect entrepreneurial minds
- Engage in **regional communities** to contribute to a peaceful and prosperous society
- Empower **Ent-r-e-novators** to accelerate future universities
- Shift to a **fully-fledged European university** to ensure excellent quality

DELIVERABLES: EXAMPLES

- E³UDRES² multi-i-campus Study Backpack (Joint learning provisions, mobility model)
- E³UDRES² framework for flexible learning
- E³UDRES² Joint Support Centre: methodology, capacity building (500 staff)
- E³UDRES² Joint Doctoral school/s
- E³UDRES² Open Innovation Hubs (50 start-ups, 200 regional challenges..)
- Entrepreneurship & Innovation network (regional ecosystems' network)
- E³UDRES² Regional Impact Assessment
- Enhanced partnership supporting Ukraine, Western Balkans universities
- E³UDRES² Arena as an entry point to digital environment for students, staff, stakeholders

E³UDRES² NEW MISSIONS: FOCUS AREAS

- .Health, Wellbeing and Social Inclusion for Regions
- Digital Solutions & (Applied) Deep Tech for Regions
- Resilient Economy & Innovation for Regions
- Creative Industries for Regions' Identity

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E³UDRES² PLANNED RESULTS: SELECTED INDICATORS 2023 – 2027

- **50.000 students** benefitting from E³UDRES²

- **›700 Life-long learners** benefitting from E³UDRES²

- **›500 E³UDRES² trained staff** including 150 of them non-academic

- **5000 citizens** participating in/benefitting from E³UDRES² related activities

- **10.000 registered users** of E³UDRES² shared digital tools and platforms

- **›200** possible solutions to **regional challenges** developed within E³UDRES² related activities

- **50 start-ups** associated with E³UDRES²

- **80 businesses** associated with E³UDRES²

- ›**360 E³UDRES² labelled** learning events

- › **20 shared** E³UDRES² **micro-credentials**

- **4 joint** E³UDRES² study **programmes**

- **›2** E³UDRES² **doctoral schools**/programmes

- **›30 enrolments** in E³UDRES² **doctoral** schools / programmes

- **2 Applied Research Centres of Excellence**

- **›60** co-created E³UDRES² **research & innovation outputs**

- **›40** co-hosted E³UDRES² **innovation activities**

- **12** E³UDRES² related activities supporting **Ukraine & Western Balkans**

E³UDRES² KEY EXPERTISE & OPERATIONS UNITS

2.Developing Talents

- Multi-i-Campus Joint Learning Provisions
- Mobility Model
- Joint Micro-credentials guidelines & pilot
- E³UDRES² Labelled shared lectures (9000 students)
- Future Appetisers (1500 students)
- 4 Joint degrees

Smart Learners for Regions:

- E³UDRES² Talent Funnel Concept
- E³UDRES² Talent Matching App (10.000 users)
- iLivingLabs (8, various formats for 450 students)
- Hackathons (3 events/year, 720 partic.)
- E³UDRES² International Engagement Circus (4 events, 180 stud., 24 partners)
- E³UDRES² internships (108 interns, 18 businesses)

4.Research & Knowledge Serving Users

- E³UDRES² Research Strategy
- Research groups reinforcement (new missions) 40 staff, 6 projects
- 2 – 4 Joint doctoral schools/ programmes
- 2 Applied Research Centres of Excellence
- Citizen & Open Science support

Regional Innovation Hubs

- Open Innovation Hubs/StartUp Villages
- Connecting with existing (pre)incubators (50 start-ups, women entrepreneurs)
- Bootcamps (4, 80 students)
- Regional ecosystems - stakeholder relations (80 challenges, 20 stable stakeh.)
- Impact to regions - Mapping and demonstrating capacity – 20 success stories, cases

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MICRO-CREDENTIALS IN HE

A view from the European university alliance with emphasis on applied sciences

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MICRO-CREDENTIALS DEFINITION

o 'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning.

o These learning outcomes have been assessed against transparent and clearly defined standards.

o Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs.

o Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials.

o They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

EU Council Recommendation on micro-credentials for LLL and employability 2022

MICRO-CREDENTIALS: EU STANDARD

- Identification of the learner
- Title of the micro-credential
- Country/region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload (ECTS)
- Level of learning experience (link to QF)
- Type of assessment
- Form of participation /delivery
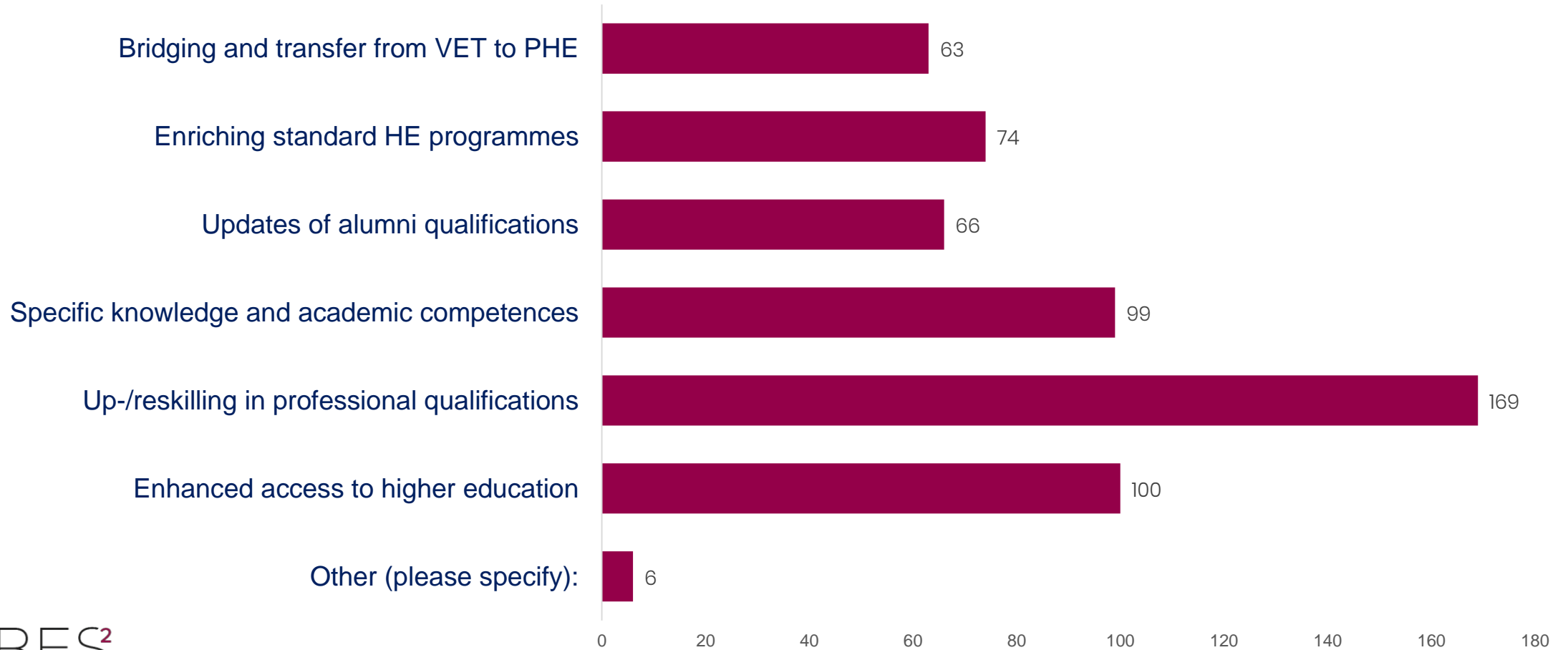- Quality assurance underpinning the micro-credential

CHANGING ENVIRONMENT FOR HIGHER EDUCATION

o Changing societal patterns, changing market

o Technological development & capacity – including support of individualised learning

o Changing role of formal degrees and qualifications

o Demand on openness, flexibility

o Internationalisation

o Mobility of students and various learning pathways

o Growing competition of other learning providers, but also globally

o Expectations towards service to society / community

Various individual responses from higher education institutions – strengthening focus on mission, profile, but also partnership and collaboration

MICRO-CREDENTIALS IN PROFESSIONAL HIGHER EDUCATION (PHE) SHOULD SERVE:
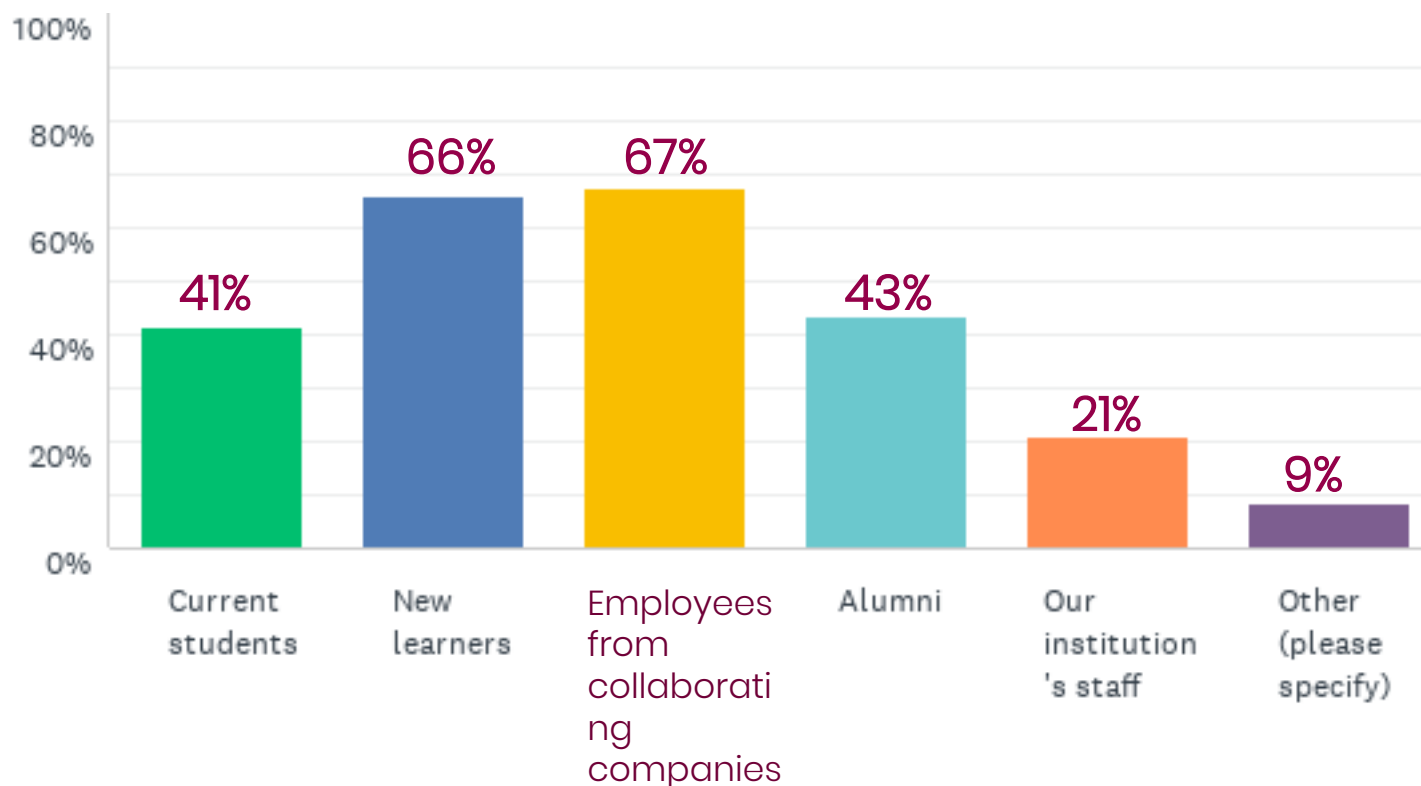
EURASHE survey 2021, 192 respondents

Category	Value
Bridging and transfer from VET to PHE	63
Enriching standard HE programmes	74
Updates of alumni qualifications	66
Specific knowledge and academic competences	99
Up-/reskilling in professional qualifications	169
Enhanced access to higher education	100
Other (please specify):	6

Based on a maximum of 3 answers per respondent

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THE MAIN EXPECTED TARGET GROUPS FOR MICRO-CREDENTIALS AT YOUR PHE INSTITUTIONS :

EURASHE survey (2021), 184 respondents

What may be a reality in 2023?

Based on a maximum of 3 answers per respondent

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A VARIETY OF:

OBJECTIVES	TARGET GROUPS	PROVIDERS

• Up-/reskilling
• Specific learning/training
    • diverse focus on skills or attitudes
• Addressing new groups of learners
    • Enhanced access to HE
    • New enrolments
• Visibility of HEIs
 	
• Welcomed by majority of stakeholders
• Changes of learning patterns, flexibility
	• Employees of "partner" companies / organisations
	• Current students
	• Prospective students
	• Alumni
	• University staff
		• Formal education providers:
		    • Universities/ HE institutions
		    • VET schools
		• Private providers
		    • Large (multi-national) companies in house training
		    • Private learning providers – business opportunity
		        • Link to HEIs (design, delivery, certification)
		        • Independent

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TYPES OF MICRO-CREDENTIALS

SKILL CREDENTIAL	MICRO-CREDENTIAL MODULES	SHORT LEARNING PROGRAMMES
• 4-12 hours of learning • Awarded within the context of non-formal education • Not explicitly quality assured by external QA • Linked to the acquisition of a specific competence	• 25-150 hours of learning • Awarded within the context of formal education and include options for assessment • Often explicitly quality assured by external QA • Linked to the acquisition of a set of academic learning outcomes	• 150-1500 hours of learning • Awarded within the context of formal education , and include options for assessment • Always explicitly quality assured by external QA • Can be mapped to qualification frameworks , either as 'partial qualifications' or as a special category of micro-qualifications • Linked to specific career progression goals

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Anthony Camilieri, KIC Malta, 2023

OPPORTUNITIES & CHALLENGES

o Changing pattern of higher education: flexibility, personalised learning x limits of stackability up to a qualification?

o Addressing new groups of learners, enhancing the reach and role of higher education institutions. Keeping degrees and qualifications as a standard + a range of offered learning provisions

o Enhanced capacities of partnerships / alliances, building on strengths, expertise, lower development costs

o Role of transparency tools – qualification frameworks, quality assurance, recognition:

  o Different robustness for different purposes and formats

  o Different national regulations (formal HE x life-long learning)

  o Tendency to include micro-credentials within institutional quality assurance system

  o Validation of micro-credentials

  o Recognition

o Portability

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