

Introducing a Postgraduate Phase of Qualification at Universities of Applied Sciences

Collaboration and Quality in Doctoral Education

Manuel Moreira da Silva, Instituto Politécnico do Porto

Celda Morgado, Instituto Politécnico do Porto

Attila Pausits, University for Continuing Education Krems

Johanna Krappe, University of Turku and Turku University of Applied Sciences

Michael Gille, Hamburg University of Applied Sciences



Guiding questions

What **role** is ascribed to Universities of Applied Sciences?

What conceptualisations of the UASs' **'applied' doctorate** emerge?

How do the **requirements of collaboration** fit into this?

What are (some of) the quality assurance **implications**?



Introduction of Universities of Applied Sciences* and student numbers

	Austria		Finland		Germany		Portugal	
Type of HEI	University	UAS	University	UAS	University	UAS	University	UAS
UAS introduced in	-	1993	-	1991	-	1969-1972	-	1988
Students	280,000	65,000	167,000	173,000	1,730,000	1,160,000	110,000	65,000

Time of introduction of UASs and 2023 student numbers by type of institution (source: Statista 2024a, b; HRK, 2023)

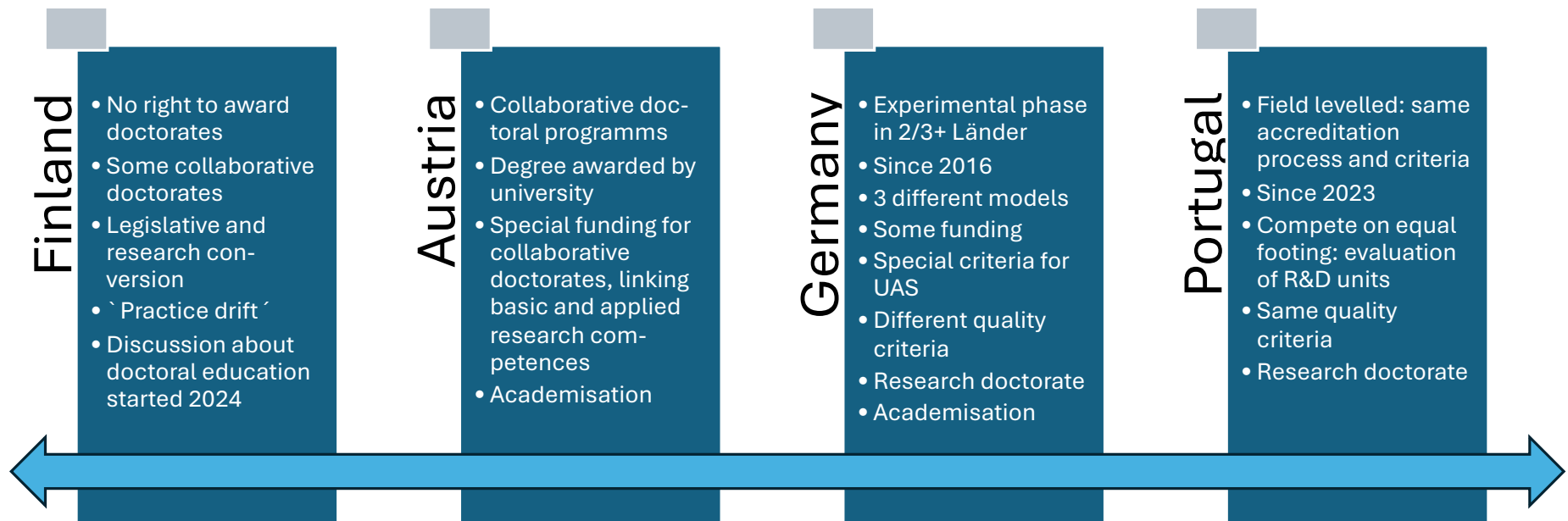
* `Universities of Applied Sciences` include: Ammattikorkeakoulu ` (AMK), `Politécnico` (PPP), `Fachhochschule` (FH),
`Hochschule für Angewandte Wissenschaften` (HAW)

Development of Universities of Applied Sciences in the EU - selected drivers

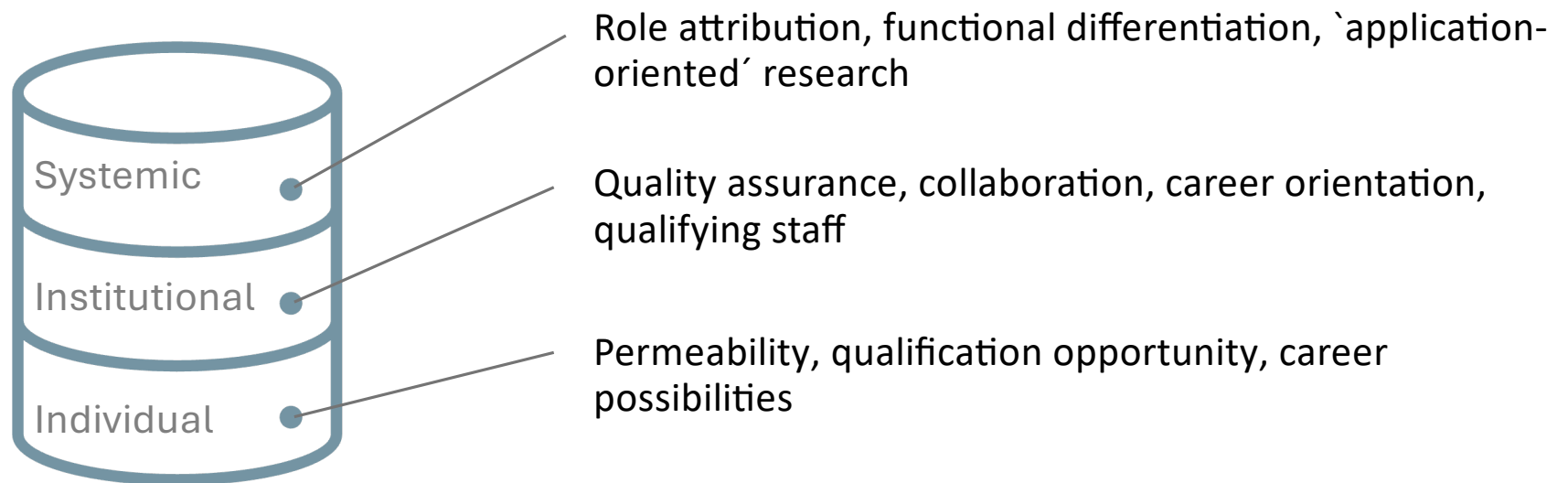


- Labour **market demands** and **massification**
- Bologna and other **reform initiatives**
- **Academisation** of former vocational education (ongoing process, depending on country)
- **‘Mission shift’**
 - from practice-oriented teaching-only, based on research
 - to **original (applied) research** and **3rd cycle education**

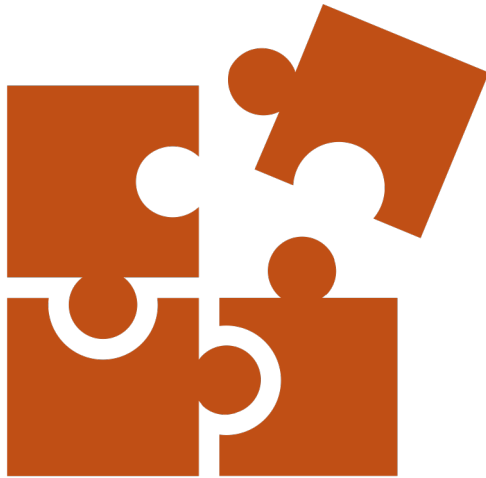
Country highlights – the doctoral education continuum



Quality-dimensions of the collaborative paradigm



Quality challenges in a collaborative research setting



*„practice-oriented“, „practice-based“,
„applied“, „use-applied“, „application-
related“, „application-oriented“ ... research*

- ‘Appliedness’ implies non-monodisciplinarity, i.e. **collaboration across disciplines**
- ‘**Embeddedness**’ (region and beyond): SMEs, industry, non-industry, etc.
- Universities, other HEI, extra-mural research
- Appropriateness of funding (opportunities)
- **What are proper indicators**, e.g. for impact?
- Individual Doctoral Education Plan (IDEP)?
- **Assessment?** (CoARA: research and researcher)

What's in it for QA then?

- Emancipatory development
- „Same“ – „equivalent“ – different?
- National phenomena emerging from domestic ecosystems
- No harmonised QA for 3rd-cycle-education in the EHEA
- QA for collaborative doctorates often flawed
- Career orientation and employability ✓





Discussion Questions



Do UAS need the **same or different quality criteria** and the same or different quality assurance as universities?



How must quality assurance at UAS be **organized** to ensure high-quality postgraduate research in a **multi-cooperative, non-monodisciplinary and application-oriented** context?



Does the quality-oriented development towards an increased responsibility of UASs for postgraduate researchers also harbor **insights for universities**?
„Is the UAS doctorate be the `better´ doctorate?“



What could the **role of universities** be in the process of establishing the new responsibilities of the UASs?

Thank you!



Universität für
Weiterbildung
Krems

