



Let's maintain strong links.

**CARPE. A European Network
of Universities of Applied Sciences**

Let's work on applied research and professional education.

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Photo: UPV

In our current research landscape, just generating innovative and quality proposals is not enough. If we want to turn them into successful initiatives, we need to work together within support structures that benefit our projects and make them stand out in today's highly competitive environment.

It is to this end that the members of CARPE have been working together since 2011, strengthening their ties through such projects as INNOCENS, SAUNAC, INNOSI, FINCODA, ESSENCE, COMOVIWO, EUROINKANET (EMA2) and INCODE.

We want to continue driving applied innovation and expanding its results, and so we are proud to announce the next CARPE conference, where we will consolidate and deepen those multidisciplinary relationships that are so necessary to the attainment of outstanding results in applied research. The conference will provide researchers with an opportunity to share their projects and enjoy a working environment ideal for cementing collaborations between individuals and alliances among institutions.

We are pleased to invite you to the next CARPE Conference, which will take place from 23 to 25 October 2019 at Universitat Politècnica de València. It is a great honour for this University to provide such a space for the inception of new projects, especially in the year in which we celebrate 50 years as a University. Do join us at the Conference and:

- Get involved in our effort to build an effective network with the capacity to promote research programmes and innovative academic technologies that provide joint research experience and interinstitutional confidence-based results.
- Work within enduring groups with leaders in innovation evaluation and transversal skills.
- Share your experience of innovative digital education.

On behalf of the CARPE Network, I very much look forward to seeing you there and wish you all the very best until then.

Francisco José Mora Mas
Rector, Universitat Politècnica de València

CARPE Teacher HUB.

An international peer network for teachers to share best practices and develop together.

Our globalised, digitalised world is a space of continuous change, as is higher education. Responding to the challenges of this setting, CARPE Teacher HUB aims to meet the increased need for peer support and the international sharing of best practices among professionals working in and around education in our times.

Teacher HUB, created within the CARPE alliance, seeks to continue what began at the 2015 CARPE conference in Turku, Finland. It is a new international peer-to-peer network for higher education teaching professionals to discuss topics around teaching and learning, develop joint activities and share experiences, ideas and best practices. The teaching professionals at the CARPE partner HEIs are open to new ideas and more than happy to help show the way by sharing their own practices.

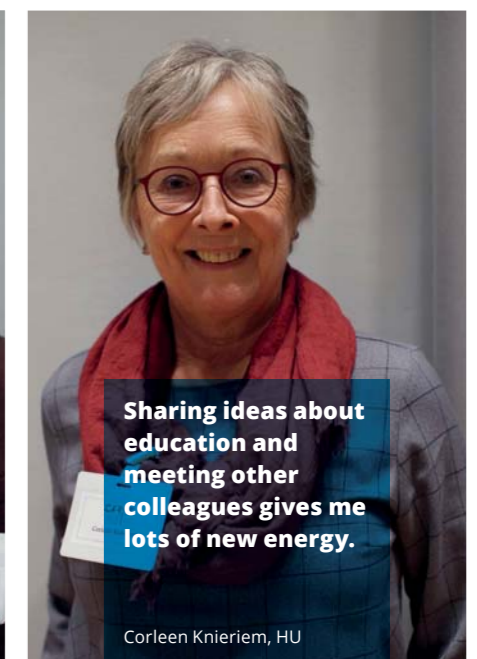
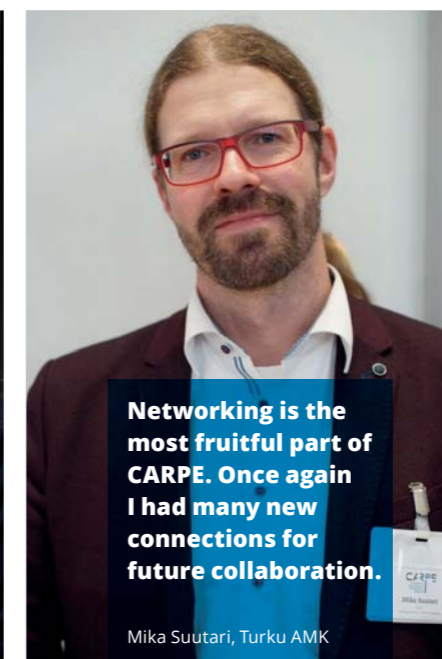
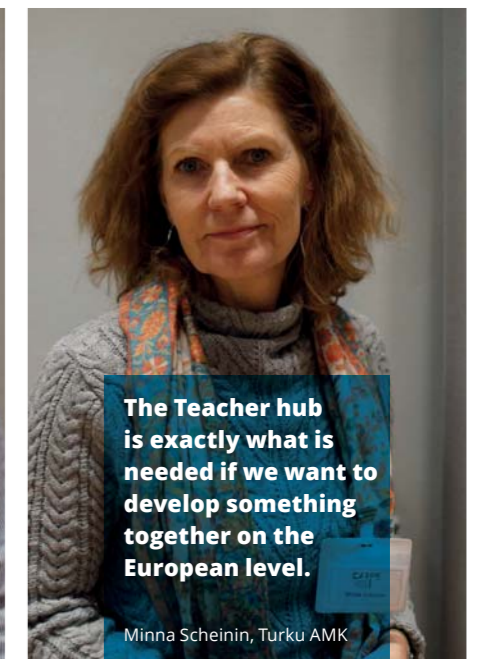
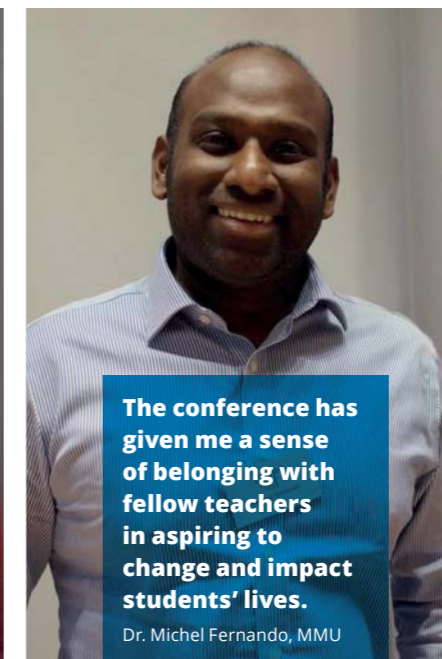
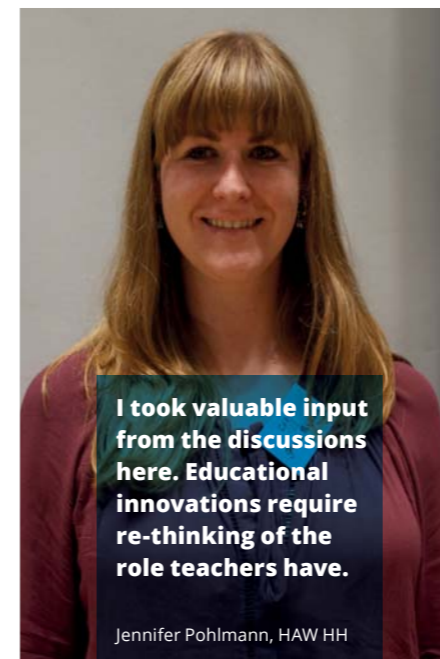
The CARPE alliance, and other strategic networks within higher education, are crucial in creating opportunities for teaching professionals to develop joint activities. CARPE Teacher HUB serves as a vital platform for facilitating peer-to-peer encounters, new working relationships and exchanges of ideas. Cooperation via Teacher HUB may, for instance, entail running a joint online course or designing materials for courses to be delivered across partner HEIs.

At the CARPE conference that took place in Hamburg, Germany, in November 2017, there were four Teacher HUB workshop tracks, each focusing on a specific theme. Digitalisation and Education revolved around online and blended learning, e-learning training for teachers, digital learning environments and social media for learning. RDI and Education Integration discussed, for instance, co-design of and methodologies for applied research environments as well as models for integrating innovations into learning environments. Internationalising the Curriculum covered guidance and practical tools for CARPE teachers who wish to learn how to implement this curriculum in their own work. It also discussed best practices in internationalising curriculum design, teaching and learning. The fourth theme, Staff Development and Exchange, explored ways to boost international communication, exchange and co-operation among HEI staff, providing examples of ongoing initiatives and innovative approaches in this area. A core value of the workshops was the sharing of individual participants' experiences.

"As of 2018, the plan is to carry on with Teacher HUB by alternating webinars and cooperatively organised workshops", explains Minna Scheinin, Head of Future Learning Design at Turku University of Applied Sciences, Finland. "Teacher HUB will also start utilising a platform through which teaching professionals can find colleagues in their own field and efficiently plan joint implementations or teacher exchange."

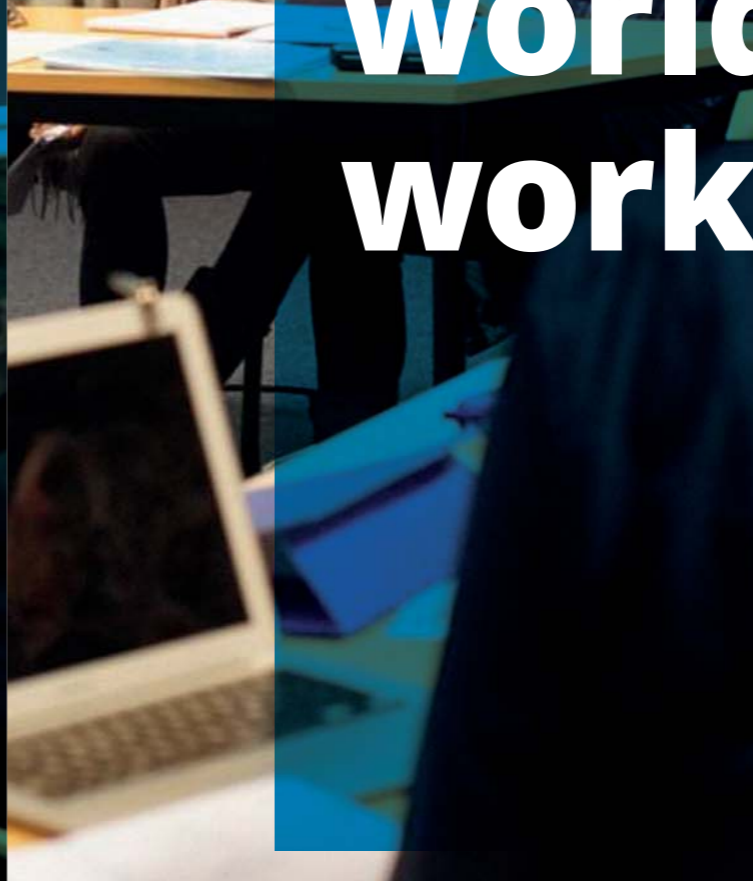
We warmly invite you to join the CARPE Teacher HUB LinkedIn group!

Photos: Oliver Blang
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**Let's focus
on our
students'
future
world of
work.**



Sustainable solutions need international cooperation.

Some issues are too big to tackle on a local scale and require an international approach. Environmental issues represent a pertinent example. The ESSENCE (European Sustainable Solutions for Existing and New City Environments) project both embodies this necessity and demonstrates CARPE's success in cross-border cooperation.

In ESSENCE, five European higher education institutions and three municipalities came together to train future professionals whose role will involve facing the complex challenges associated with achieving smart sustainable cities. Students worked on useful solutions to sustainability issues in the urban environment. The project involved the application of innovative teaching methods such as blended learning and creative solution-searching.

The current and future needs of urban societies were the inspiration for five European higher education institutions to launch the ESSENCE strategic partnership project under the umbrella of Erasmus+, the European Programme for Education and Training. The Centre of Expertise Smart Sustainable Cities at HU University of Applied Sciences Utrecht took the lead on developing a proposal on the basis of an integrated approach to achieving sustainable cities. Three regional governments (Utrecht, Alcoy and Turku) added their participation.

The project's aim was to improve the student competencies which will enable future professionals to contribute to building and maintaining a sustainable society. Further, it sought to promote enhanced

quality, excellence in innovation, and internationalisation at higher education institutions through transnational mobility and cooperation. An additional purpose of the project was to increase emphasis on the international dimension of education and training and to raise the profile of diversity and intercultural awareness within the European Union.

Key activities

The ESSENCE project commenced in 2014 and ended in 2017. In its first year, we engaged in detailed discussion of the challenges facing those seeking to develop sustainable cities and set up an outline for a joint course to be delivered to students. Teaching staff received training in the use of innovative teaching approaches and the development of an electronic learning environment. Alcoy hosted a conference on blended learning. In Utrecht, we created the infrastructure for an Open Learning Environment which would secure the digital learning materials' availability for reuse.

The project's second year involved international staff teams working to create learning materials for a course of one semester's duration. Manchester was the venue for an entrepreneurship 'boot camp' where a pilot experiment tested part of the learning materials. In Turku we trained an international group of teaching staff in using creative solution-searching methodologies and organised a conference on creative solution-searching for realising smart sustainable cities.

In the third year of the project, we tried out the joint one-semester course in Utrecht, using a blended learning format. There followed a three-week intensive course on smart sustainable cities in Utrecht, Alcoy and Turku, delivered in April 2017. The students worked on assignments relating to the three municipalities of Alcoy, Manchester and Utrecht and were challenged to send in their results to an international Sustainable City competition for students. In June 2017, during the project's final international conference, 'Smart Sustainable Cities – Viable Solutions', the best teams pitched their ideas and one of them won the Transition Zero award, which is a competition among students of Universities of Applied Sciences on the topic of sustainability. The finalists participated and presented their solutions during the Young Professionals Event (YPE) held at this international conference. The winning team received a prize of 3000 Euro and a commemorative award. For the second and third places, prizes were 1500 and 500 Euro respectively.

Disseminating the knowledge

Three events, each drawing over a hundred attendees, shared the knowledge and experiences generated by ESSENCE. They revolved, respectively, around Blended Learning, Creative Solutions and Smart Sustainable Cities.

Knowledge and experience sharing around ESSENCE also took place during several meetings, presentations and publications, and, of course, via the project website, www.essence.hu.nl.

Results and spin-off

Partners benefited from the international cooperation at the heart of ESSENCE by learning about a range of different methods and approaches. They came up with ideas for opening up the conversation about related topics to all university staff. The development of joint courses, entailing face-to-face and remote discussion among international staff, added a communicative and collaborative dimension to cross-border cooperation.

The participating institutions are making use of the learning materials developed within the project. TUAS is using the materials in separate modules and courses in the Faculty of Technology, Environment and Business (TEB) and in international courses. HU UAS Utrecht will proceed with the 30-credit point course as an international minor programme. Both

UPV and MMU will incorporate part of the materials into existing courses. At HAW, where students from seven departments and three faculties were involved in the pilot course, the intention is to use individual modules in the curriculum.

ESSENCE led to new bilateral international agreements on cooperation and exchange between universities. CIMULACT, a project around citizen and multi-actor consultation on Horizon 2020, aims to give specific and unique input to the research and innovation agenda of the European Union on the basis of visions from citizens in thirty European countries.

The electronic learning environment as developed in ESSENCE will remain in use during upcoming activities. HU UAS Utrecht is working with the project partners to develop a new proposal on digital skills which will use this digital platform as an e-learning environment.

ESSENCE has generated a fascinating spin-off in SAUNAC (Sustainable Alliances of Urban Networks in Asiatic Cities). The aim of this project, whose participants are TUAS, the CARPE network and six Vietnamese universities, is to develop a course similar to that created in ESSENCE, but aimed at Vietnam. Like ESSENCE, the project has the development of learning materials, training for staff, and engagement with real-life challenges at its heart.

Photo: Joonas Salo



INNOSI

Innovative Social Investment: Strengthening communities in Europe

To date, implementation of social investment approaches has been uneven across EU member states and much remains to be learned, especially with regard to the regional and local realities of social investment.

Many models of social investment are possible, depending on how policy, social and managerial roles are distributed between the public, private and third sectors and on the specific legal and financial frameworks used. However, new and innovative policies also give rise to risks, including welfare chauvinism, nationalism and the potential neglect of social groups which do not contribute to economic growth as measured by GDP.

About INNOSI

The Horizon 2020 project INNOSI (2015–2017), in which almost all CARPE partners were involved, sought to understand how we might design robust social investment strategies which can tackle emerging socio-economic challenges and cope with the after-shocks of the 2008 economic crisis. The overall approach was based on a distinct understanding of social investment which recognises:

- the importance of regional context in social investment policy;
- the role of social innovation in social investment;
- the need to recognise and measure social as well as economic value when evaluating policies; and
- how beneficiaries' experiences of social investment policies might help shape civic identities in Europe.

The research identified innovative approaches to social investment at national and regional levels across the 28 member states, with in-depth case study evaluations taking place in 10 member states. The programme of research paid particular attention to the legal and regulatory frameworks required for innovation in social welfare policy and to different approaches to funding social welfare policy, including a potential role for third-sector and private-sector organisations.

All this said, INNOSI was not a traditional research project. Community involvement and policy impact were key factors. The project partners believe that developing approaches that support effective social reform for vulnerable groups cannot succeed without involving them in the research and the process of policy development and implementation. User involvement thus ran through the heart of the project; we secured and ensured it by recruiting a minimum of 100 'community reporters' and training them in core social media skills such as photography, podcasting and film-making using 'technology in the pocket' devices.

Approximately a third of the project's resources was devoted to impact generation. A foresight analysis incorporated results from the research and considered options for social investment in the future. The 'impact partners' (typically NGOs or bodies representing specific stakeholder groups) have acted as 'knowledge brokers', taking research findings from the case studies and foresight exercise and translating them into policy-relevant material with which to engage policy-makers. Their aim was to generate impact from the research during the lifetime of the project and lay the foundations for ongoing impact from the body of work generated during the project after its conclusion.

About the team

Manchester Metropolitan University led the consortium on the project. CARPE partners HU University of Applied Sciences Utrecht, Turku University of Applied Sciences, Universitat Politècnica de València and University of Debrecen, alongside 5 additional external universities, were project partners.

You can find further information at <http://innosi.eu>.



**Let's benefit from
our knowledge.**

INCODE, FINCODA and beyond.

Sustainable collaboration within the CARPE network.

Innovation competencies, their complex nature, their significance for universities and companies, and their development and assessment are at the core of the long-term collaborative work of several CARPE partners in the context of two EU-funded projects.

The first close cooperation between CARPE universities on the subject of innovation competencies dates back to 2011, when CARPE partners from Turku, Valencia and Hamburg, together with Karel de Grote University College from Antwerp, decided to make a joint funding application for a European project.

INCODE Innovation Competencies Development and Assessment

The INCODE project (10/2011–12/2013) around innovation competencies was at the core of the first period of joint collaboration. In the context of the EU strategy of developing an 'Innovation Union', INCODE sought to connect professional education with the world of work by enhancing innovation potential in higher education institutions. The key emphasis of INCODE was on promoting the development of innovation competencies in students by combining teaching and learning with research activities, alongside generating benefits to future employers and employees. The work on the project revealed that 'innovation competence' is multidimensional or, putting it differently, a 'cluster' of competencies; this finding called for the development of a new instrument for describing and measuring different components of the concept. This instrument, the Innovation Competency Barometer – or INCODE Barometer – consisted of 25 items, assessed in 3 dimensions, and was used to assess students within a special active learning environment – the Research Hatchery. The concomitant delivery of 'Rater Training', specifically developed training for people who observe and assess innovation competence in different settings, helped to secure assessment quality. Fig. 1 provides a general overview of the INCODE project.

More information on INCODE publications and results is available at incode-eu.eu.

FINCODA Framework for Innovation Competencies Development and Assessment

After the conclusion of the INCODE project, CARPE partners, keen to continue with a highly productive collaboration, decided to immediately apply for funding for continuation of the joint work. The collaboration's second phase got officially underway in January 2015, when five partners from the CARPE consortium (Turku, Valencia, Utrecht, Manchester and Hamburg) and eight businesses from across the participating countries launched FINCODA, a new project aimed at building on and broadening the results of INCODE. One principal objective of FINCODA was to create a shared basis among businesses and higher education institutions for enabling students and staff to participate in diverse everyday innovation processes.

A key driver for all involved in the project has been the desire to discover whether and, if so, how we can identify and reliably evaluate innovation competencies among students and employees. Among other central outcomes, FINCODA has generated a refined assessment barometer, based on the results of INCODE and available in an online version. The FINCODA Innovation Assessment Barometer assesses an individual's capacity for innovation in each of five core areas. It can be used online as a self- or third-person test and generates a final report with recommendations. Data from all FINCODA partners have been used for its testing and validation.

In addition to this, the FINCODA team has developed enriched and modified training for raters who want to use the Barometer, available in both face-to-face and online formats. The training aims to improve raters' assessment skills and familiarise them with the 34 items and the underlying frame of reference for innovation competence as used in the FINCODA Innovation Assessment Barometer. Fig. 3 gives a general overview of the FINCODA project.

FINCODA is a highly successful European project, recognised as such by the European Commission in its working document 'A renewed EU agenda for higher education' ((COM (2017) 247 final; p. 33); the cooperative and enriching working atmosphere it generated has brought the CARPE consortium still closer together. Such success needs building on: We are already engaged in a new funding application which will centre around implementing the findings and results of FINCODA at the partner institutions.

The FINCODA Innovation Assessment Barometer, the FINCODA Rater Training and other key results and publications are available at fincoda.eu.

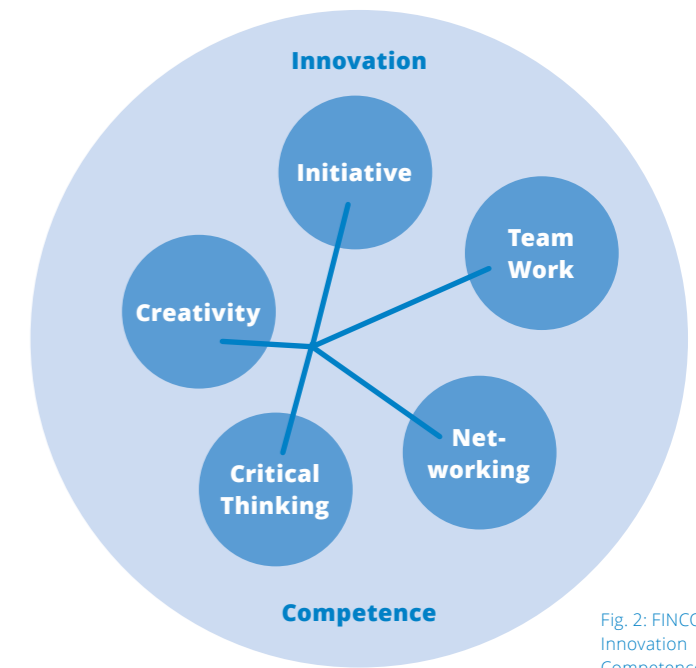


Fig. 2: FINCODA Innovation Competence Model

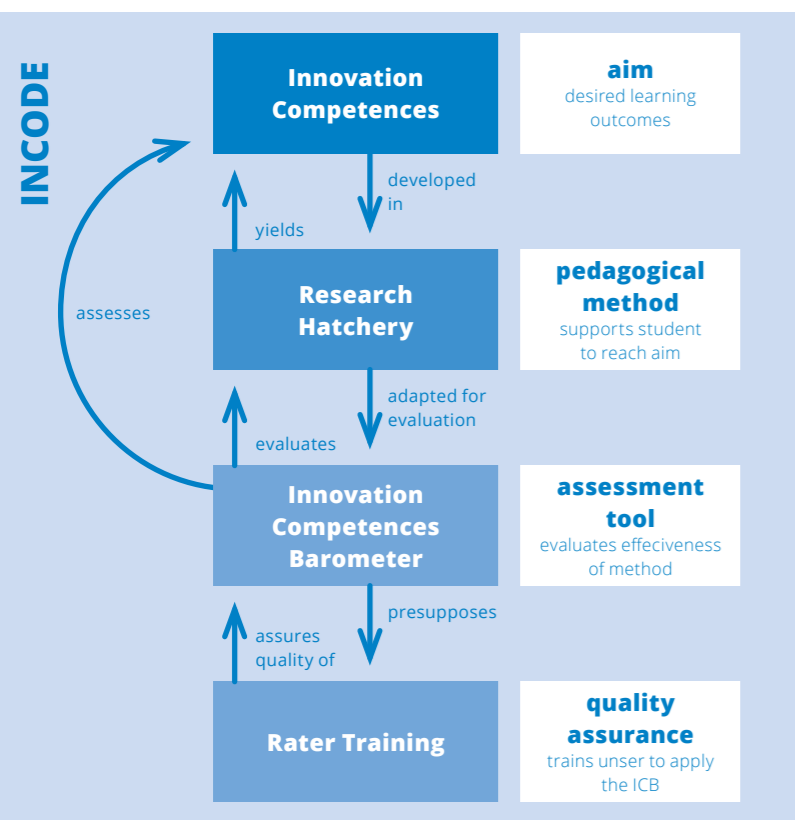


Fig. 1: INCODE: general overview

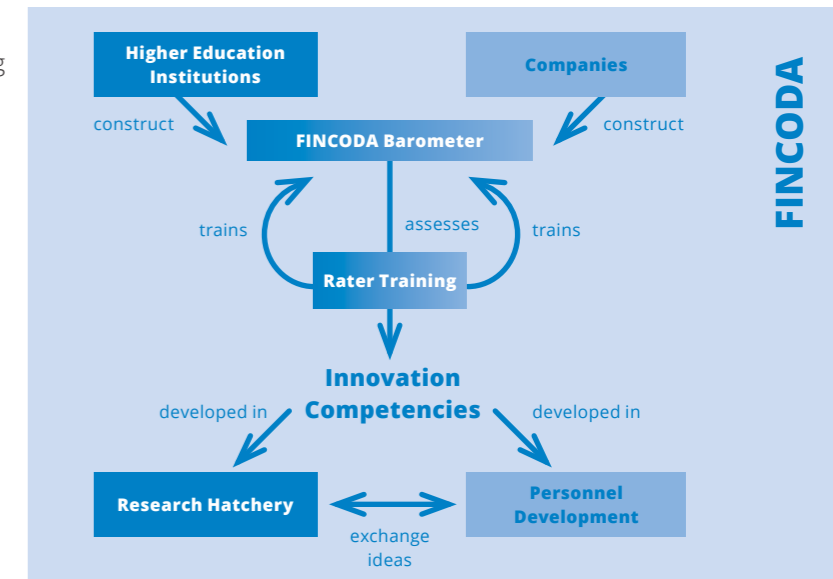


Fig. 3: FINCODA: general overview

FINCODA: facts and figures

Programme	EU Erasmus+ Knowledge alliances
Duration	1/2015–12/2017
Total budget	~ 1 million €
Partners	TUAS, Finland HAW Hamburg, Germany HU, Netherlands MMU, United Kingdom UPV, Spain Elomatic, Finland Meyer-Turku, Finland Lactoprot, Germany EDCL Foundation, Netherlands John Caunt Scientific Ltd, United Kingdom Carter & Corson Partnership Ltd, United Kingdom EEN NW, United Kingdom Celestica Valenciana S.A., Spain Schneider Electric S.A., Spain

The new member:

The University of Debrecen focuses on international networks and innovation

The University of Debrecen (UD) is a leading institution of higher education in Hungary. At the forefront of Hungarian and international education, it is active in the fields of research, innovation and development, and enjoys productive links with the business sector.

Our ever-changing social and economic environment demands ceaseless adaptation to new circumstances and requirements. The University of Debrecen's mission is to contribute to the education of future generations in cooperation with Hungarian and international partners, with high-quality interdisciplinary degree programmes and research built on versatile practical experience. The university provides RDI opportunities, whose quality is recognised in the business world and by other higher education institutions, in the fields of agricultural sciences, humanities, health sciences, law, economics, engineering, educational sciences, medical sciences, social sciences, natural sciences, art, and music. Besides education, the institution's Medical School also provides European-quality patient care: It serves as the city hospital for Debrecen, providing comprehensive services to fulfil its obligations in the city, county, region and, in many instances, beyond. As well as being known as one of Hungary's influential intellectual centres, UD, as a research university and a key institution in the region, is also active in the business world and socio-economic life of the city and Hungary as a whole.

The university's reputation extends beyond national borders. UD is the Hungarian higher education institution that attracts the greatest number of international students, who come to Debrecen from all corners of the globe. The academic work and success of our faculty and researchers in international projects have brought the university prestige in international rankings, putting it among the top 200 universities in the QS rankings in several disciplines. Our Hungarian and international graduates enjoy success in their professional lives and recognition in their chosen careers.

Research projects at the university contribute to the development and better understanding of the world. UD's ultimate mission is to remain an intellectual and economic centre with its development and innovation projects, education, research, and scholarly achievements, of which students, lecturers, researchers, and all the other members of the university community can be justly proud.



Debrecen became an official member of the CARPE network in November 2017. Here you can see the official representatives of the partner universities with the signed documents.



15 Photo: Yoav Dothan, Wikipedia
<https://commons.wikimedia.org/wiki/File:DebrecenDSCN3583.JPG>

During the CARPE Conference 2017, representatives of the partner universities met to discuss various topics for future collaboration.

From left: Kathrin Rath (HAW), Anu Härkönen (TUAS), Thomas Netzel (HAW), Marije Braun (HU), Orsolya Janosy (UD), Anton Franken (HU), Francisco Jose Mora-Mas (UPV), Lia van Doorn (HU), Jenny Watling (MMU), Zsolt Varga (UD), Elek Bartha (UD), Javier Orozco-Messana (UPV), Juan Miguel Martinez-Rubio (UPV), Vesa Taatila (TUAS)

Let's share ideas for joint projects.

CARPE

The Consortium on Applied Research and Professional Education

CARPE is a consortium of European universities that have been brought together by the common themes of applied research, professional education and focus on our students' future world of work.

CARPE was launched in 2011 by Hamburg University of Applied Sciences, HU University of Applied Sciences Utrecht, Turku University of Applied Sciences and Universitat Politècnica de València. Since then, the network has been continuously developing: Manchester Metropolitan University was a member of the network from 2012 to June 2018. The University of Debrecen was accepted as a full member in November 2017.

CARPE's mission

CARPE partners cooperate to enhance the quality of their education and research and the contribution they make to regional and international entrepreneurship and innovation in a European context. In addition, they benchmark their management facilities and services and collaborate on an equal footing, respecting their own identities as well as the responsibility of each party.

Common themes connecting the CARPE partners

- Conducting research and providing education that is demand-driven and contributes to innovation in industry and solutions to societal challenges.
- Maintaining strong links with small and medium-size enterprises (SMEs), large enterprises, the public sector and local and regional governments.
- Embracing the issues of entrepreneurship, social responsibility, sustainability and internationalisation.

CARPE: facts and figures

Since the establishment of the network, CARPE partners have been involved in a range of research, education and exchange activities. To date, the CARPE network has realised:

- A total of 24 EU-funded research, development and education projects, which are either concluded or currently in progress, and have generated numerous scientific publications.
- 6 workshops on CARPE-specific topics, alongside 3 learning labs and 4 large conferences, each attracting around 200 attendees.
- Participation in exchange programmes run by CARPE partners for around 400 students and counting.

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Today's CARPE Partners

Hamburg University of Applied Sciences

Hamburg University of Applied Sciences is one of the largest institutions of its kind in Germany. Within our four faculties we offer Bachelor's and Master's degree programmes in engineering, IT, life sciences, design and media, business and social sciences.



HU University of Applied Sciences Utrecht

With 35000 students, HU University of Applied Sciences Utrecht is one of the largest universities of applied sciences in the Netherlands. We offer a broad range of programmes to motivated students aged 17–67.



Universitat Politècnica de València

Universitat Politècnica de València (UPV) is an innovative university in the service of society and its progress, with a strong social and environmental commitment. UPV is an entrepreneurial university developing an institutional model characterised by its values of excellence, internationalisation, solidarity and efficiency.



Turku University of Applied Sciences

Turku University of Applied Sciences (TUAS) – an inspiring community of 10000 members – is an innovative and multidisciplinary higher education institution which creates international competitiveness and well-being for Southwest Finland.

University of Debrecen

The University of Debrecen, with its 30000 students, 7 campuses, 14 faculties, numerous research institutes and university hospital, is a higher education institution of national significance in Hungary.



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