

# Zuyd's vision on the meaning of applied research



Zuyd University  
of Applied Sciences

**ZU**  
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# Foreword

The study programmes at Zuyd University of Applied Sciences give substance to the passion Zuyd has for the development of students. The programmes provide feasible curricula with up-to-date content, with a focus on the integration of education and research and this all in the connection with partners in the professional field. The integration of research in education is realised by means of close collaboration between the research centres and programme teams. This is the only way to ensure that students can develop into critical and entrepreneurial professionals ready for a career with a research-oriented attitude.

The education in conjunction with applied research is regarded as the university's primary process. This calls for a vision on applied research alongside a vision on education. In our research vision, we specify in what way applied research is meaningful for: 1) study programmes, 2) the professional field, 3) community building, 4) talent development, and 5) knowledge development. We explicitly do not spend much time talking about what applied research is and how it should be designed, because we firstly focus on how the research could be meaningful. After that, we can then think about the design of the research. In doing so, we make a more conscious contribution to what is desirable in education, the professional field, and from the perspective of society.

The vision on applied research is in line with our vision on *modern-day higher professional education*<sup>1</sup>. In our vision on education, we focus on education that has: 1) an activating approach and modern-day approach concerning the use of technology, 2) up-to-date content through the integration of research, 3) a practice-oriented approach with and for the professional field, 4) a focus on inclusivity in engagement, and 5) a high degree of flexibility in order to meet students' needs. In both visions we emphasize the integration of research and education and, in doing so, we establish a direct connection between the two visions. We also set out the importance of collaboration with the professional field in both visions, as this collaboration is essential to shape our passion for the development of students and the development of the local region and Euregion. Additionally, we use the vision on education as a basis to achieve inclusiveness and engagement. Belonging to a community forms the guiding principle. We also describe community building in this research vision because, together with lecturers, lecturer-researchers, students, professors, and professionals in the field, we contribute to new insights, solutions, and innovations for the professional field. The coherence in both visions demonstrates the connection made by Zuyd in practice and helps Zuyd to position itself effectively as a knowledge institution in an ever-changing society.

This vision document was drawn up collectively with the professors at Zuyd and subsequently discussed with directors and heads of programme, as well as with the participation councils. In our vision, we value different forms of and perspectives on practice-oriented research, as appropriate for the various disciplines, such as technology, healthcare and welfare, economics, and the arts. Taking into account these different perspectives on research in the various disciplines, we emphasize the commonality and meaning of the research for Zuyd in our vision.

June 2021  
Board of Governors

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<sup>1</sup> Zuyd University of Applied Sciences (2021). *Zuyd's vision on modern-day higher professional education*. Heerlen, Zuyd University of Applied Sciences.

# Introduction

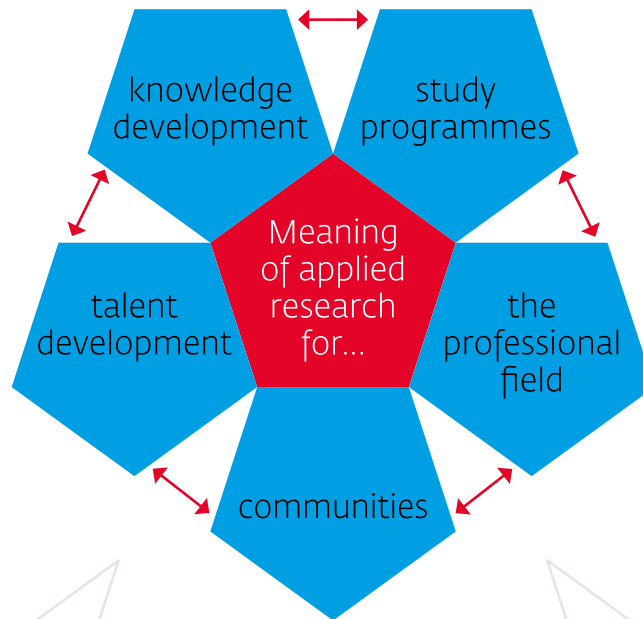
Passion for development is one of our top priorities at Zuyd University of Applied Sciences<sup>2</sup>. Our passion focuses on the successful development of students into well-trained professionals with a critical and research-oriented attitude who can contribute to innovations in the professional field, both during and after their studies<sup>3</sup>. Contributing to changes in society also forms a part of this passion. This requires a high level of integration of the education and the applied research that we conduct in cooperation with the professional field. Taking this as a starting point, we have developed a vision on the meaning of applied research. This vision is briefly outlined below and then further elaborated in this document.

## Zuyd's vision on the meaning of applied research

*Applied research is research that ties in with societal issues, in which the research questions are preferably formulated together with the professional field. In this evidence-based research, we work with various regional, national, and international partners to find insights, solutions, innovations, or approaches in response to these issues, in order to contribute to the changes in society. The strength of the impact that we aim to achieve with the research is based on the involvement of students and lecturers and the engagement in a professional community that leads to creativity, entrepreneurship, and critical innovation capability. By setting up and conducting applied research together with professors, students, lecturer-researchers, and professionals from the field, we focus on the sustainable development and valorization of knowledge, and we provide students with education containing up-to-date content to enable them to become meaningful and valuable starting professionals. The applied research, which is well-integrated into the teaching at the university of applied sciences, contributes to talent development; not only in terms of the talents of students, but also of lecturers and university employees as well as professionals in the field in the local region, Euregion, and beyond.*

<sup>2</sup> Zuyd University of Applied Sciences (2019). *Strategy for 2023, Passion for development*. Heerlen, Zuyd University of Applied Sciences.

<sup>3</sup> Zuyd University of Applied Sciences (2021). *Zuyd's vision on modern-day higher professional education*. Heerlen, Zuyd University of Applied Sciences.



Based on this vision, there are various elements that can be identified at its heart. In our perspective, the meaning of applied research can be specified in relation to five aspects. The research is meaningful for:

- study programmes: we develop up-to-date study programmes based on content-related and research-related input;
- the professional field: we contribute to sustainable changes in society based on research suggested by the professional field that focuses on societal issues;
- communities: community building is strengthened through projects with professionals in the field, lecturers, and students;
- talent development: we contribute to developing the talents of students, lecturers, and professionals through applied research;
- knowledge development: we contribute through evidence-based research to the development of knowledge that can be shared with students, lecturers, the professional field, colleagues, and other interested parties.

In this document, we first describe how we see applied research and then explain the five components of the vision on the meaning of applied research.

# 2

## Applied research

Applied research<sup>4</sup> begins on the basis of topical questions arising from practice, making this type of research of great value to wider society. The aim of the research is to identify challenges in society and to contribute to the changing society. Challenges in practice are often explored through question articulation and then translated into specific research questions. The research questions are then leading in determining the chosen research method; e.g. whether to use qualitative or quantitative research or a mixture of both, or whether to use a particular method, such as design-oriented research. When developing the research, the quality criteria as formulated in the Sector protocol on quality assurance for research<sup>5</sup> take precedence, to ensure that the research is reliable and valid.

When applied research is performed, it builds on existing insights and forms of evidence<sup>6</sup>. We also explore and look for new insights, approaches, and solutions. Although the research is often set up in specific settings, the more practice-oriented results and knowledge that are produced contribute to the knowledge in the entire knowledge chain. We clarify the distinction that is often made between the more fundamental academic research and applied research and, with it, the separation between research conducted at research universities and research conducted at universities of applied sciences. Both academic research and applied research take on different forms in different disciplines and are characterized by different types of relationships. It depends on the discipline in what ways added value can be created between research linked to research universities and research linked to universities of applied sciences. At Zuyd, we support applied research that is developed within its own discipline using relevant methods and which aims to achieve synergy and collaboration in the knowledge chain in an appropriate manner.

4 Ministry of Education, Culture and Science, Netherlands Association of Universities of Applied Sciences, and SIA (2019). *Verkenning Praktijkgericht Onderzoek op Hogescholen* [Exploration of applied research at universities of applied sciences]. The Hague.

5 Netherlands Association of Universities of Applied Sciences (2015). *Brancheprotocol Kwaliteitszorg Onderzoek 2016-2022* [Sector protocol on quality assurance for research 2016-2022]. The Hague, the Netherlands.

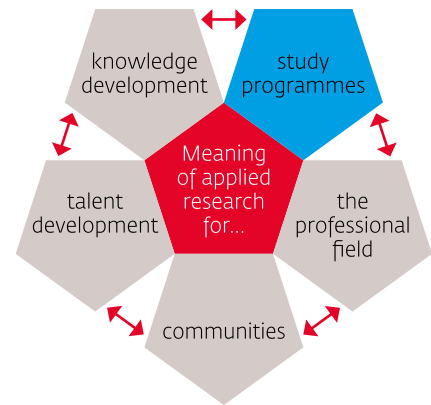
6 Neelen, M., & Kirschner, P. A. (2020). *Evidence-informed learning design: Creating training to improve performance*. London: Kogan Page Publishers.



# 3

## Meaning of applied research for study programmes

During their studies, Zuyd students are trained to become skilled, inquisitive, and research-oriented professionals who have learned to reflect critically on their own professional practice, to be research-oriented and innovative, and to be able to look beyond their own discipline through multidisciplinary collaboration<sup>7</sup>. This requires education with up-to-date content. The research practices and results of our research centres, lecturer-researchers, and students contribute to both keeping our curricula updated and to innovation in professional practice.



Applied research and education can be connected in a variety of ways. The way in which this is developed must match the ambitions of the schools, the study programmes, and the research centres, and, last but not least, its content must tie in with the societal and knowledge issues arising from the professional field.

The professors and lecturer-researchers contribute to the content and educational design of the curricula. This is done in a variety of ways, such as matching graduating students with research assignments based on the needs of the professional field. Students can also collaborate – in all years of the programme – on research projects in Centres of Expertise, trainee workshops, research studios, laboratories, or skills labs within a professional research environment. In this way, students develop research skills, study simultaneously in programmes with up-to-date content, and help to innovate the professional field, in the present and for the future. Moreover, the educational research supports the study programmes in the innovation of education from a didactic perspective, with a focus on lecturer professionalization.

The lecturers in the research centres can participate in a curriculum committee or, for example, take on responsibility for specific curriculum lines and, in doing so, contribute to the translation of research practices and results into education. The research lines can be tailored to the final specializations of study programmes, which students can then participate in. The research centres also contribute to the development of specific minors. Where content allows, the research lines are tailored to regional and innovative transition themes. The themes that are prevalent in the region are thus linked to our education and, together with professionals from the field, we educate students who are able to find their way in professional practice as starting professionals.

<sup>7</sup> Zuyd University of Applied Sciences (2020). *Zuyd's vision on modern-day higher professional education*. Heerlen, Zuyd University of Applied Sciences.





## City Deal Creating Knowledge Maastricht

A total of eight different study programmes at Zuyd University of Applied Sciences are involved in the City Deal Creating Knowledge Maastricht project: a multidisciplinary project focusing on quality of life that is being led by Zuyd's Research Centre for Smart Urban Redesign, in collaboration with the municipality of Maastricht and Maastricht University. Over fifty students from thirteen countries and from various fields of study were involved in the fourth edition of the International Design Week Maastricht to work on presentations aimed at improving the quality of life in the Maastricht neighbourhoods of Mariaberg and Randwijck. Students of different nationalities worked together in a multidisciplinary collaboration and this resulted in final products that enable us to implement realistic and relevant interventions.



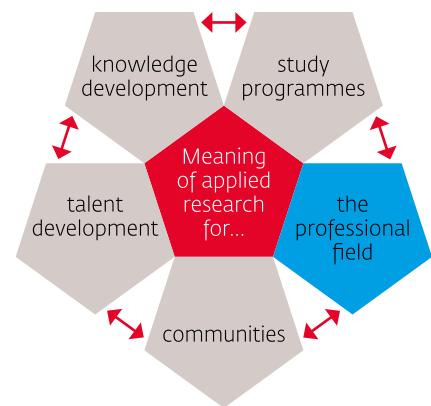
## Research and education integrated in the art programmes

Every year, the Research Centre for Autonomy and the Public Sphere in the Arts organizes at least one research studio within the curriculum of one of the art programmes. The research studio is a hybrid learning environment that revolves around a societal theme or other issue, in which challenging education is combined with artistic research. The central focal point is formed by the interaction between creation and reflection and between thinking and doing. The studios are positioned at interfaces between disciplines and form intersections where art, science, and society can meet. This interdisciplinarity resonates with the increasingly hybrid professional field of artists and designers. More so than ever before, artists are seeking a connection with a wide variety of partners and contexts in the interest of their artistic practice. It is therefore important that students learn to make their work relevant for new domains. Learning to conduct research contributes to this significantly.

# 4

## Meaning of applied research for the professional field

The applied research conducted at Zuyd University of Applied Sciences starts based on questions from society. The professional field and the professions on which the questions are focused find their way into the collaboration via the research centres and study programmes. The themes that we focus on in the research centres arise from the challenges that are encountered in the professional fields involved. By integrating research into education and through close collaboration with the professional field, the research centres are able to contribute to solving specific practical problems.



For many of Zuyd's study programmes, the professional field can be found in the region and the Euregion. However, the professional field may also be at national or international level, which broadens the focus of the applied research. Nevertheless, Zuyd is also tasked with being a knowledge institution that has significance for the region in which we are situated. This means that the research challenges that are taken on often tie in with the themes that are prevalent in the region or Euregion and therefore have societal value. To increase the regional societal impact of the research, we combine our expertise and strength on four themes that link up with the region or Euregion's important transition challenges. In connection with these four themes, Zuyd works together with partners on the Brightlands campuses to collaborate on the major challenges which the region is facing.



### Data visualization in education

Due to the huge stream of available data nowadays, you can no longer be certain that what you see is both accurate and relevant. Data visualization can help to remedy this short-coming. Visualizations can be used to provide quick insight into hundreds of pages of publications, which also means that many more people will be able to access the information. The DataVis camp was set up by the Research Centre for Datavisualization and aims to bridge the gap between data and people. Lecturer-researchers, professionals from the business community, and students come together to examine from a variety of perspectives how data visualization is already being used and how this could be improved. Participants attend lectures, workshops, and interactive presentations to look at and try to understand data from a different perspective.

The themes are:

- Strengthening the vitality and participation of the population, supported by innovative technology. This theme relates to the health of Limburg and all who live there (Healthy society).
- Encouraging the use of data by current and future professionals, disciplines, and the surrounding area, organizations, and the business community. This theme relates to the economic development of the region (Future-proof businesses).
- Clearly promoting the quality of life and vitality of the residential environment, with a focus on Parkstad Limburg. This theme relates to the quality of life in a region with an ageing and shrinking population (Valuable neighbourhoods).
- Substantially reducing Chemelot's carbon footprint. This theme relates to increasing the sustainability of the region (Circular production system).

Based on the 'quadruple helix' concept, professors and lecturer-researchers, policy-makers, entrepreneurs, and students are working together on research projects aimed at strengthening the region's innovative capacity in relation to the transition themes. The students play an important role here as they are the professionals of the future for that region. The professors and lecturer-researchers are often the first point of contact for initiating research projects and they help to design the applied research.

Where relevant, the research centres at Zuyd contribute to one or more transition themes on the basis of their expertise. Collaboration between the research centres is explicitly sought to guarantee the level of multidisciplinary that is often required to tackle complex societal issues. Collaboration is also explicitly sought with other knowledge institutions. In cases where study programmes and research have a more national or international context and/or societal or knowledge issues which extend beyond the region, it goes without saying that the applied research at Zuyd is not just limited to the regional transition themes.

Zuyd values the sustainability of applied research and in order to achieve this, we are constantly looking to acquire projects that receive independent public funding or project-specific funding. Together with the provincial and municipal authorities, we take initiatives in conjunction with the professional field and with other knowledge institutions to shape innovation via applied research – also given the provincial agenda – and research proposals are submitted to funding agencies such as NWO, SIA, and the European Union.

The applied research at Zuyd thus contributes to innovation in the region and beyond. This is made clear in the many projects that we carry out together with the professionals in the field, and in the results orientation and sustainability of these projects and the products that are delivered.



## The Future Proof Human Capital Scan

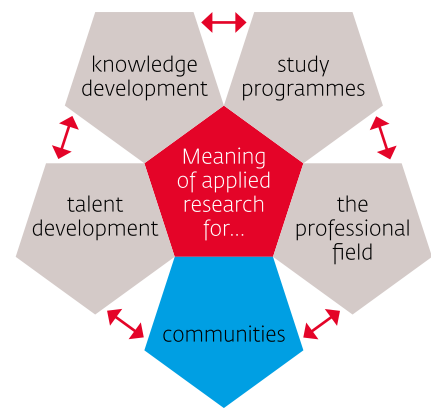
In collaboration with the socio-economic knowledge centre Neimed, Leo Loopbaan, the Limburg Employers' Association (LWV), and Leerwerkloketten [training and employment help desks], the Research Centre for Employability has developed the Future Proof Human Capital Scan. The scan checks whether an organization's Human Resources department is ready for the future and helps to find solutions if this is not the case. The Labour Market and Education expertise manager at LWV says: 'We know that many entrepreneurs are struggling with a range of issues. Will our employees remain mentally fit? Do I have enough employees for when the economy picks up again? Are my workers sufficiently trained and able to perform a range of duties and how can they remain healthy?'

In collaboration with study programmes, the scan is used to determine the situation within a company and specific recommendations are given on how entrepreneurs can work on improving employee vitality.

# 5

## Meaning of applied research for communities

A project-based approach is taken for applied research at Zuyd and the research projects are never carried out in isolation. The projects involve collaboration between professors, lecturer-researchers, students, lecturers, professionals from the field, partners from other knowledge institutions and, if relevant, policy-makers. Together, they form a community. The way in which we view a community is most consistent with what Wenger<sup>8</sup> calls a 'community of practice'. He describes it as follows: 'Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly'.



The community goes further than only collaborating in a project: due to the multitude of projects and people involved in these research projects, a network is created of people who know one another and who know where to find a specific expertise. People also know how to find others for the purpose of setting up new initiatives. These types of communities and networks are often organic in nature, and the research centres can nurture and support them by paying specific attention to community building. This can be done by organizing networking meetings, but also by setting up a community website where people can find one another and information can be shared. The professor and lecturer-researchers can act as knowledge brokers and bring together people via the network (students, lecturers, professionals in the field, and researchers from other knowledge institutions, for instance) who are searching for one another's expertise.

The community may have a pull effect in the broad professional field and the transition themes can also provide support in this regard. By seeking multidisciplinary in a community for the broad societal issues in the region and Euregion in particular, we can generate new initiatives and innovations. Good places to start are the Brightlands campuses in the region and the Centres of Expertise CHILL (Chemelot Innovation and Learning Labs) and EIZT (Centre of Expertise for Innovative Care and Technology), as well as the professional committees associated with our study programmes. Collaboration also occurs on the campuses with other knowledge institutions in the region, which means that the communities not only consist of students from Zuyd but also students from research universities and from vocational colleges.

A community often extends beyond the region as the professors and lecturer-researchers connect to national and international expertise groups which match the themes forming the central focus of the research centres. The experts meet one another during national and international conferences, contact one another, for instance to develop research proposals for EU calls, or publish work together. This broad collaboration is in line with the concept of internationalization. The inclusion of students in these networks helps to shape our commitment to provide students with intercultural competences and to train them to have a global mind.

<sup>8</sup> Wenger, E. (2006). *Communities of practice: A brief introduction*. Retrieved from <http://www.ewenger.com/theory/>.



## Applied Science: learning in a community on the Brightlands Chemelot Campus

All students of the Applied Science study programme are trained in the professional practice of the Brightlands Chemelot Campus. From day one, these starting professionals cooperate with lecturers, professors, and experienced professionals in learning communities on the campus to tackle societal issues relating to the themes of health and sustainability. The students are immersed in the world of chemistry, working in state-of-the-art laboratories on the campus.



## Interprofessional education and collaborative practice (IECP) in healthcare and welfare

The healthcare sector is changing. In order to collaborate effectively in practice, the various healthcare professionals must be familiar with and understand one another's language and discipline. IECP provides the key. Physiotherapists, occupational therapists, speech therapists, biometric specialists, nurses, midwives, arts therapists, and societal workers all learn from, about, and with one another in interprofessional communities of practice (IPCoPs). This is done together with students from research universities, universities of applied sciences, and intermediate vocational colleges, within all four years of regularly scheduled teaching and during the practical internship, in which around two thousand students and a hundred lecturers take part each year.

The Research Centre for Autonomy and Participation of Persons with a Chronic Illness is the driving force behind IECP within healthcare and welfare and contributes continuously to innovation in IECP education and practice with innovation and research projects on assessment, interprofessional Bachelor's theses, and online peer feedback. The IECP working group, in which all healthcare study programmes participate, ensures that information about IECP education is made widely available and coordinated. Students are enthusiastic about interprofessional education according to quotes in an evaluation: 'I'd never have thought that we could learn so much from one another. We complement one another nicely, each from our own perspective.' And: 'I already received interprofessional education in the first two years. Cooperating in the internship is very different. I can now hand over much more to other disciplines.'

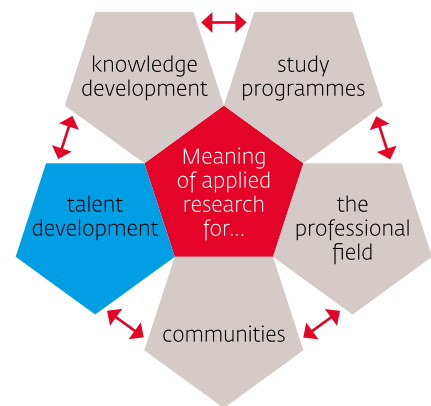
(see also [https://zuyd.figshare.com/articles/dataset/Interprofessioneel\\_Opleiden\\_en\\_Samenwerken\\_IPOS\\_/7857200](https://zuyd.figshare.com/articles/dataset/Interprofessioneel_Opleiden_en_Samenwerken_IPOS_/7857200))

# 6

## Meaning of applied research for talent development

Together with education, applied research makes up the primary process at Zuyd University of Applied Sciences. This means that employees and students, as well as professionals in the field, can use and strengthen their talents in relation to subject-matter knowledge, teaching, and research.

Our education, in which research plays an important part, naturally focuses on developing the talents of our students, whereby we consider the diversity in our student population as an enrichment. Professionals in the field can also improve their talents and subject-specific expertise in the projects in which we collaborate. It is especially important to help lecturers who have the ambition to contribute to innovation in their own teaching with a research-oriented attitude, supported by evidence from previous research<sup>9</sup>, or who want to develop and profile themselves further as lecturer-researchers. The research centres can work together in multidisciplinary teams to implement this aspect of lecturer professionalization.



9 Jenkins, A., & Healey, M. (2009). *Developing undergraduate research and inquiry*. York: Higher Education Academy.



### Research conducted by lecturer in Nursing wins science award

Laura Beunen-Verbeek, a lecturer at the School of Nursing, has won the *Johanna Diepeveen-Speekenbrink Science Award* for an article on the palliative care of dementia patients. When a person with dementia passes away, it is very important that healthcare professionals treat the family with respect and consideration. Proper care increases the likelihood of the patient dying peacefully and it eases the pain of loss for their loved ones. These words were written by Laura Beunen-Verbeek, lecturer in Nursing, in an article in the leading medical journal *The Journal of the Medical Directors Association*. Her research, which formed part of the *DEDICATED* project within the *Living Lab in Ageing & Long-Term Care*, is highly appreciated and is of great value for education and for the professional field.



## MERIAN: talent development by obtaining a PhD in the arts

MERIAN (*Maastricht Experimental Research In and through the Arts Network*) is an environment in which selected PhD candidates from all arts and scientific disciplines can take part in a PhD programme in 'Maastricht style' artistic research. MERIAN was started in the 2020-2021 academic year as an area for joint research that is conducted in an exchange between making and thinking. PhD candidates develop innovative research styles in which they combine the strengths and vulnerabilities of art and science. The research focuses on societal issues that are relevant to the Meuse-Rhine Euregion. This collaboration between Maastricht University, Zuyd University of Applied Sciences, and the Jan van Eyck Academie builds on existing expertise in the research, arts, and higher education networks in Maastricht. MERIAN provides opportunities for lecturers who want to develop their talents further.

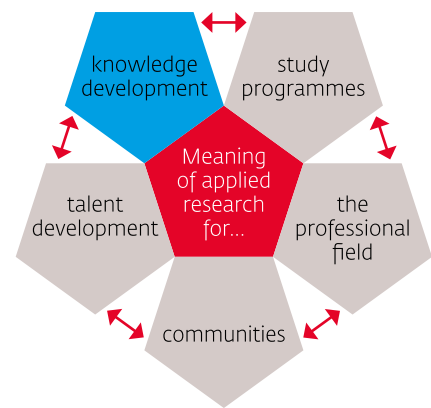
For Zuyd, this means that the organization is prepared to fulfil the ambitions of lecturers by focusing specifically on human resource development. In the system, it is possible for beginning lecturer-researchers to start a PhD programme, after which they can then develop further in research – for example by taking on a postdoctoral position – once the PhD programme has been completed. Advancement with a Professional Doctorate (PD) programme (the third cycle in higher professional education) will soon be a possibility for people who have completed a Master's degree from a university of applied sciences. This will enable lecturers to further expand their subject-specific expertise and research skills, which may also include opportunities to advance to the position of professor. This rather conventional route in a research career will not be suitable for everyone and may not be everyone's ambition. The ambition to grow in terms of a research-oriented attitude and the ability to make a contribution to innovation in one's own teaching, in which results from research are incorporated, are also routes requiring facilitation.

Based on the needs from the professional field, the societal transition themes, and the expertise at the institution, the number and content of the research centres remain flexible in order to ensure maximum compatibility. It is just as important that, from the perspective of the study programme, the content and expertise of the research centres continue to tie in with the learning outcomes of the programme. All of this is a continuous interaction between the interests of the professional field, the study programmes, and the ambitions of the lecturers. This requires proper harmonization from the perspective of human resource management.

# 7

## Meaning of applied research for knowledge development

Our applied research contributes to development of knowledge in the field of expertise. The innovations and researched solutions, products, and explorations provide insights that help us to understand what works, how it works, and why it works. The knowledge obtained from applied research is often situated in a specific context which means that it is not always immediately possible to generalize the findings. Follow-up research can be used to corroborate, based on the findings and evidence, whether the same results can be achieved in associated contexts. In this way, studies into specific approaches in several contexts can contribute to general and generic insights. The knowledge obtained through applied research can, when combined with the findings from more fundamental research, lead to new research questions that can be either theory-based or practice-based. This means that positive collaboration with universities and other knowledge institutions is particularly important so that synergy is achieved and knowledge development is guaranteed across the board.



In applied research, it is important to valorize knowledge and insights. If we set up research in co-creation with the professional field, then valorization of the insights in the specific context is guaranteed from the start. This also ensures that valorization is at the heart of applied research. To further guide findings from applied research, other dissemination activities are also important. To make the knowledge gained from research accessible to professionals in the relevant field, various channels can be used, such as trade journal articles, conferences, workshops, lectures, MOOCs, webinars, etc. Knowledge and insights also make their way into practice via our study programmes, through, for example, minors, the curriculum, and via graduation projects. To gain a broader, more popular appeal, a variety of media can be used, such as social media and the written press. However, other free publicity can also help to bring interesting insights to the attention of a wider audience and to increase the visibility of our research. When it comes to making the acquired results and insights known to the scientific community, journals focusing on applied sciences are a good option.

An important aspect when spreading knowledge and insights is the use of an open science<sup>10</sup> principle. Our aim is to make our publications and dissemination activities available as open source as can be wherever possible so that as many interested parties as possible can access our findings.

<sup>10</sup> NWO (2021). *Open Science*. Retrieved from <https://www.nwo.nl/open-science>.





## Sustainable Energy in the Built Environment: Rolling Solar

The Research Centre for Sustainable Energy in the Built Environment is taking part in the Interreg innovation project Rolling Solar to develop scalable, affordable, and reliable solar roads. A trial road will be put into use for this purpose on the Brightlands Chemelot Campus in 2021. Crystalline silicon and thin-film solar cells in the solar road will be tested for temperature profiles, electricity production, and robustness. 'We are going to make major technological strides forward with this. The role of the research centre in this project is to facilitate and study the use of the solar road, which we are doing together with SolaRoad, Strukton, TNO-Solliance, BMC, and UHasselt. The results of the pilot study with the solar road on the Brightlands Chemelot Campus should be published in April 2022. This will pave the way to scale up to larger-scale trials in existing road sections,' the professor tells us.



## Insights into the development of international competences

The Research Centre Global Minds @ Work is conducting research into international competences and their development, the development of educational tools in this area, and the establishment of a national and international knowledge network. The research focuses on the effects of international educational activities, both in the Netherlands and abroad, and on the development of international competences among students and young professionals. Much of the data for the research is obtained from the Global Mind Monitor. This is an assessment for students and professionals to reflect on their global competences. They can monitor their development based on the effects of educational activities in the Netherlands and abroad. Concrete parameters help lecturers to conduct evaluation interviews with students. The monitor can be used either once only, before or after a period abroad, or be used longitudinally.

# In conclusion

Zuyd's vision on the meaning of applied research in higher professional education is consistent with the passion that Zuyd shows for all aspects of development. This vision fits in seamlessly with our own vision on modern-day higher professional education<sup>11</sup>. Education and research are inextricably linked together and this integration is essential in order to fulfil our ambition as a knowledge institution in higher education.


Our ambition is that the professional field – in the region, Euregion, the Netherlands, and beyond – also indicates that it regards our students as highly-valued, skilled professionals with a research-oriented and critical attitude that have the innovative capacity to make a contribution to changes in the professional field and society. This ambition requires proper positioning of our applied research. The basis is that we initiate and conduct meaningful applied research that contributes to up-to-date study programmes, innovations in the professional field, community building, and talent and knowledge development, and in which we continue to meet the criteria as set out in the Sector protocol on quality assurance for research<sup>12</sup>.

By formulating this basis in our vision on research, we set a long-term goal and create opportunities to further shape our passion for development.

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<sup>11</sup> Zuyd (2021). *Zuyd's vision on modern-day higher professional education*. Heerlen, Zuyd University of Applied Sciences.

<sup>12</sup> Netherlands Association of Universities of Applied Sciences (2015). *Brancheprotocol Kwaliteitszorg Onderzoek 2016-2022* [Sector protocol on quality assurance for research 2016-2022]. The Hague, the Netherlands.



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