

Matching competences in higher education and economy:

Competence @ UP

Mag. Rupert Beinhauer

26th of May, University Prishtina

Competence Based Teaching

Questions and Aims:

Why do we need it ? - What is it ? - How does it work ?

"With labour markets increasingly relying on higher skill levels and transversal competences, higher education should equip students with the advanced knowledge, skills and competences they need through their professional lives."

(The Bologna Process 2020)

Why do we need it?



Making course design more efficient

Working with competenced based teaching makes it easier to set up curricula, to define learning outcomes and to compare the content of different courses.

Competence based teaching is, even though it does, as all new tools require some additional work at the beginning, very helpful for reducing the workload in the planning phase of courses.

- Easier curriculum set-up
- Comparing courses with each other is much easier and overlapping can be better avoided
- Saves time for each professor on the long run

International comparability

Leading universities all over Europe actively apply the concept of competence based teaching for their programs and research.

Competence based teaching has become a necessary precondition for cooperation and comparison with these universities and a major element of the European higher education area.

- Up to date teaching methodology
- Increased international comparability and cooperation
- Teaching will be closer to EU standards

A strong link to employers and alumni

With the introduction of the Bologna process, many EU universities have experienced increased interest from the professional and commercial sectors

Competence based teaching has proven to be the most efficient tool to establish a strong connection between higher education and employers especially if this connection was not well established before.

- Better alumni employability
- Increased cooperation with industry
- Teaching will be more directly connected to practical use

What is it?



What is a competency?

The International Board of Standards for Training and Performance Instruction (IBSTPI) defines a competency as “a **knowledge, skill, or attitude** that enables one **to effectively perform** the activities of a given occupation or function **to the standards expected in employment**”

- A knowledge, skill or attitude
- to effectively perform
- to the standards expected in employment

What is a competency?

A competency includes both **means and an end**. The means are a combination of knowledge, skills, or abilities and the end is to perform effectively the activities of a given occupation or function to the standards expected in employment.

The core of competency-based curriculum design is to ensure that learners will be able to demonstrate their learned competences after they have acquired a necessary combination of knowledge, skills, and abilities.

- Means: Knowledge, skills or abilities
- End: To perform effectively

What is a competency?

We differentiate two main groups of competences: the **general** or transversal competences which are applicable to any field of knowledge

Example:

- Self and Time Management
(i.e., ability to organize oneself, one's time and schedule effectively and reliably)

and the **specific competences** which are dependent on each field of knowledge.

Examples:

- Design control systems and industrial automation
- Evaluate the environmental and landscape quality of an area

How does it work?



Project aims



- Methodology for assessing and matching the competences developed at UP and those required by the labour market
- Foundation of the Competence and Observation Centre (COC)
- Conduction of 2 pilot studies
- Development of a Competence Catalogue
- Development of an Information System (student guidance system)

The road to go...



- project duration 3 years
- 6 major steps
 - ½ year each
- Dissemination & Quality Assurance
 - throughout

Preparation phase

1

- Compilation of existing methodologies
- Survey for Alumni and for Employers
- Manual for competence based teaching
- CUP Introduction day at UP

Foundation and Training of COC

2

- COC Setup and COC Report
- Study visit Spain (G&A)
- Study visit Austria
- Study visit Italy / Belgium
- Training workshop at the UP

Pilot studies

3

- Pilot studies
- Analysis and interpretation of study results
- Workshop on creation of feedback systems

Competence Catalogues

4

- Analysis of CCs
- CC created
- Web based CC
- Workshop for the use of CC

Information System

5

- Analysis of the information systems
- Information Terminals setup
- Programming of the interface
- Installation of the Terminals
- Information Day at UP

Sustainability Measures

6

- Cost and Takeover planning
- Business plans for the COC
- Final Dissemination and Publication

The partnership

- FH JOANNEUM (Austria)
 - WUS Austria (Austria)
 - University of Alicante (Spain)
 - KaHo Sint Lieven (Belgium)
 - University of Girona (Spain)
 - University of Rome / CATTID (Italy)
- ▶ University of Prishtina
 - ▶ Kosovo Accreditation Agency
 - ▶ Ministry of Education Science and Technology



More information can be found in:

the Competence Manuals,
the Competence website
(<http://www.link-competences.org/kosovo>)
and at the competence centre.

Presented by:

rupert.beinhauer@fh-joanneum.at

Thank you very much for your attention!