COMPETENCE – Matching competences in higher education and economy:

Experience Compilation

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## Overview of experience

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Experience 1: MISLEM

- **Full name**: Developing meta-level quality indicators for establishing a systematic linkage between institutions of higher education and the labour market
- **Type of activity**: LdV
- **Methodology**:
  - Comprehensive literature review
  - Explorative interviews
  - Questionnaire

Objective
Experience 1: MISLEM

- To advance a model or step-by-step procedure for assessing the match between skills and competencies developed by educational institutions and those required by labour market.

- To refine and test meta-level indicators (focused on the labour market linkage) for assessing quality in universities and vocational training institutions (VETs).

- To combine expertise from vocational training institutions and universities in the area of quality assessment.

- To foster collaboration among different types of partners from education, industry and government.

- To promote transnational cooperation which will lead to the sharing of best practices and potentially greater convergence and comparability across countries’ educational quality systems.
Experience 1: MISLEM

Input: Comprehensive literature review of quality systems in higher and vocational education, conducted in AT, UK, SI, RO

Insight*:

- Growing acceptance of the idea of 'learning outcomes' (e.g., AACSB International, 2003; EAWOP Conference, 2007)
- Importance of identifying a set of skills and competencies which could be used to compare business programs across countries
- Need for meta-level quality indicators to assist in quality assessment process

Output: 4 country reports, 1 integrative project report.

* ENQA’s Reports, Technical Working Group Quality in VET reports
Experience 1: MISLEM

► **Input:** exploratory interviews conducted with recent business graduates and employers from different industries, in order to develop a good understanding of the value of business education in the workplace.

► **Insight:** Business graduates and employers want a well-rounded education, which also delivers:

  - **soft skills** (e.g., verbal and written communication, presentation, leadership, adaptability)
  - **work-related skills** (e.g., IT, practical skills gained in internships and voluntary activities)
  - **additional skills** (e.g., time management, problem-solving, critical/analytical skills, negotiation/ persuasion, teamwork)
  - **meta-skills** (e.g., research skills, ability to learn, ability to „see the bigger picture“)

► **Output:** A set of common business knowledge and business competencies, which was the basis for the design of the study questionnaire.
Experience 1: MISLEM

FINAL LIST OF COMPETENCIES

- **1. Influencing and Persuading** (i.e. ability to use communication and negotiation skills to positively influence individual behaviour)
- **2. Teamwork and Relationship Building** (i.e. ability to work in teams whilst utilising appropriate interpersonal skills to build relationships with colleagues, team members and external stakeholders)
- **3. Critical/Analytical** (i.e. ability to analyse problems and situations in a critical and logical manner)
- **4. Self and Time Management** (i.e. ability to organize oneself, one’s time effectively)
- **5. Leadership** (i.e. ability to take responsibility for a task, give direction, provide structure and assign responsibility to others)
- **6. Ability to see the bigger picture** (i.e. ability to see how things are interconnected; manifested by an ability to think about the business both strategically and operationally)
- **7. Presentation** (i.e. ability to prepare and deliver effective presentations to different audiences)
- **8. Communication** (i.e. ability to communicate clearly and concisely, using a range of verbal and written methods)
Experience 1: MISLEM

- Questionnaire addressing questions related to the so-called ‘meta-level indicators’ (assessing the importance of business knowledge and business competencies in the workplace), as well as questions assessing graduates’ experiences gained in workplace-learning and extra-curricular activities.
Experience 1: MISLEM

**Percentage of recent graduate students who believe that:**

- a) S&C-a are actually *being used* in current jobs
- b) S&C-a are considered *relevant* for future career advancement
- c) they are *proficient in S&C-a*
- d) their current jobs require *other* types of skills and competencies (i.e., not developed in their study programmes)

**Percentage of direct supervisors who agree with:**

- a) ...
- b) ...
- c) ...
- d) ...
Experience 1: MISLEM

► Results:

- A new **model or step-by-step** procedure for implementing a systematic linkage between educational institutions (in higher education and vocational training) and the labour market.
- Key innovative products such as **questionnaire** and **accompanying manual**
- New **operationalisation** or way of measuring the meta-level quality indicators

► Website: [http://www.fh-joanneum.at/mig](http://www.fh-joanneum.at/mig)
MISLEM Result 1: **Step by step procedure for the assessment of competences**

- **1) Define learning outcomes** for business or business-related programmes of study in terms of general and specific skills and competencies

- **2) Design/Adapt questionnaire** for assessing match between skills and competencies developed and those actually needed in specific jobs

- **3) Administer questionnaire** to recent graduate students and their direct supervisors

- **4) Analyse** and interpret results

- **5) Aggregate data** to generate meta-level indicators

- **6) Create a feedback system for curriculum improvement**
MISLEM Result 2: **Questionnaire**

► *please view questionnaire in word format on the screen*
MISLEM Result 3: Manual

▶ please view manual in word format on the screen
### Ideas for transfer of experiences

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<td>MISLEM</td>
<td><strong>Step by step procedure</strong> can be used as methodological approach for Competence <strong>Competencies</strong> can be used for business study programmes <strong>Questionnaire</strong> items can be used/adapted <strong>Manual</strong> structure as format for Competence manuals</td>
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