

*COMPETENCE – Matching
competences in higher education and
economy:*

Experience Compilation

**Partner: FH JOANNEUM
University of Applied Sciences**



Overview of experience

Short name	Competence assessment	Competence catalogue	Pilot study
MISLEM	x		
TAQC	x		
FH Accrediation		x	

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:**



Experience 1: MISLEM

Objective

- ▶ *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

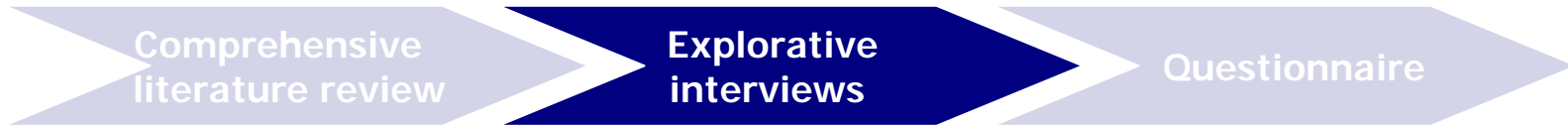
Experience 1: MISLEM



- ▶ **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.**

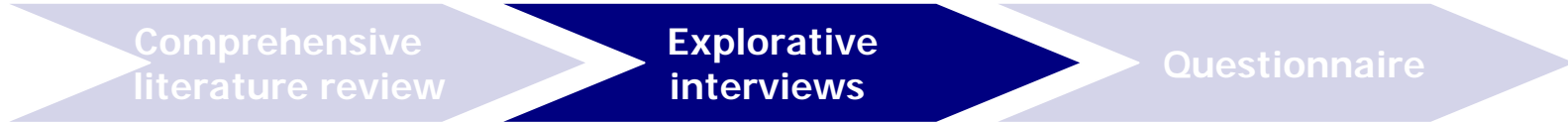
* ENQA's Reports, Technical Working Group Quality in VET reports

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>

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

Short name	Possible transfer of experience
MISLEM	<p>Step by step procedure can be used as methodological approach for Competence</p> <p>Competencies can be used for business study programmes</p> <p>Questionnaire items can be used/adapted</p> <p>Manual structure as format for Competence manuals</p>