Project: **Educa-T**

*Emphasis on developing and upgrading of competences for academic teaching*

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**Defining competence framework for teachers in higher education**

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Key issues

• Why the need for the professionalisation of teaching in higher education?

• The role of competence framework for the teacher professional development in higher education?
Why the need for professionalisation of teaching in higher education?

**Pre - Bologna perspective**

- Teaching as art and matter of talent

“...It seems that with the exception of the “oldest profession in the world” the university teachers ... are now members of the only profession for which there is no recognized or required course of training.”

*Dallat & Rae (1993)*

- In Croatia until 2006 entrance to teaching position in HE based exclusively on RPL approach (assessing readiness for teaching by „trial lecture”).
Drivers of change in higher education teaching: Bologna perspective

*External changes in labour market and jobs:*
- Greater demand for the higher educated working force in most economies.
- Greater flexibility in creating new jobs, greater horizontal mobility, need for wider educated profiles and lifelong learners.

*Internal changes of higher education environment*
- Acceleration of the knowledge production, wiping off clear disciplinary boundaries, introduction of new ICT technologies
- Massification of HE leading to the greater diversity of students
- Changes in the structure of the teaching staff
- Contributions of the educational research to the better understanding of learning and teaching processes
Education systems fit for the 21st century:
Modern, efficient, effective, transparent, high quality, internationally/globally recognized, skilled workforce, aid to economy, etc...

THE EUROPEAN HE EDUCATION REFORM PROCESSOR

Adam, 2015
Drivers of change in Croatian context

- Participation in the development of European Higher Education Area
- Study programs inadequately responding to the needs of economy and society
- Low level of participation in international research projects
- Low mobility of staff and students
- Non-existent system of external quality assurance
- Low internal effectiveness of higher education (in terms of graduation rates)
## Challenges and expected shifts

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>SHIFT</th>
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<tbody>
<tr>
<td>Defining competence framework for HE teachers</td>
<td>From teaching as a side task towards HE teaching as a professional activity and part of HE scholarship</td>
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<td>Establishment of supporting services for quality teaching</td>
<td>From teaching by experience to development of programs for „educating educators”</td>
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<tr>
<td>Change in curriculum paradigm</td>
<td>From focus on inputs (content) to focus on outputs (learning outcomes and to student-centred teaching)</td>
</tr>
<tr>
<td>Change of HE teacher role</td>
<td>From transmitter of knowledge to facilitator of student learning</td>
</tr>
<tr>
<td>Change of student role</td>
<td>From passive recipient of knowledge to active and critical learner</td>
</tr>
<tr>
<td>Change in learning environment</td>
<td>From mechanical to organic linking of academic courses and work practice</td>
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<tr>
<td>Change in assessment</td>
<td>From assessment of factual knowledge to assessment of complex learning outcomes</td>
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</tbody>
</table>
The role of competence framework for teacher professional development in higher education

**Key concepts as building blocks for CF**

- Competence
- Learning outcome
- Competence framework
- Qualification standard
**Competence** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy. Fostering competences is the object of a process of learning and of an educational programme (ECTS guide, 2015)

**Competences** are knowledge and skills, as well as relevant autonomy and responsibility (CROQF act, 1013)

Competences can be developed at three levels

- Generic level (communication and social skills)
- Subject specific level (diagnostic skills in psychiatry)
- General professional level (teaching skills)
Learning outcomes express the level of competence attained by the student and verified by assessment. They are ‘statements of what a learner knows, understands and is able to do on completion of a learning process’. They are formulated by academic staff, involving students and other stakeholders. In order to facilitate assessment, these statements need to be verifiable. (ECTS guide, 2015)

Learning outcomes are competences acquired by an individual through learning and proved after a learning process. (CROQF Act, 2013)

Across the EHEA, the terms ‘learning outcomes’ and ‘competence’ are used with different shades of meaning and in somewhat different frames of reference. (ECTS guide, 2015)
Competence framework

Description of common role requirements which should be fullfilled in order to perform effectively as teacher in higher education

Various purposes:

- orientation tool for curriculum planning in programs for professional development of HE teachers
- source of information for diverse stakeholders (policy makers, Rectors council, Accreditation council, HE education institutions) about complexity HE teacher role and demands
- self-evaluation instrument used for individual professional development planning
- steering guide for strategic actions at the national and institutional policy level for improving teaching and learning
Qualification and qualification standard (EQF, 2008 i CROQF, 2013)

- **Qualification** refers to a acquired set of integrated units of learning outcomes of a given level, volume, profile, type and quality proved by a certificate, diploma or other public document, issued by an accredited legal entity.

- **Qualification standard** is a content and structure of a given qualification which includes all the data required for setting its level, volume and profile, as well as data required for assuring and promoting high-quality of a qualification standard.

- **Qualification profile** describes minimal common learning outcomes which should be included in any educational program linked to that qualification, as well as assessment methods for each LO.

- When verified by key stakeholders in the area it becomes binding for all educational and certification institutions and bodies.
Other uses of qualification standards

QS can be also used:

- For defining criteria for teacher recruitment, selection and promotion in HE
- As assessment instrument for the external quality assurance of teaching and learning in HE institutions
- For assessing teachers’ needs and arranging provisions of professional learning opportunities
- As assessment tool for recognising prior learning and experience
From competence framework and qualification standard to study program (CROQF, 2013)

Occupational standard

- Occupation: Designer of IT systems

Competence framework

- C 1. Communication skills

Units of learning outcomes

- LOU 1.: Business communication

Accredited program

- Modules and courses

Qualification standard

- QS: Master in computing science

Based on Dželalija, 2015
Educa - T: Recognition of prior learning and experience in Croatian context

1. Policy and research sources:
   - Rector’s council: „Decree on necessary requirements for the evaluation of teaching and professional activity in the procedure of appointment to the teaching positions“ NN 106/2006
   - MSE: Croatian Qualification Framework Framework Act NN 22/13, 41/16 (related IPA & ESF projects for qualification standards in HE)
   - Nacional council for education „Framework for National qualification standard for teachers in primary and secondary schools” (recommendation) (February 2016)
   - CSF project „Academic Profession Competencies Profile: Between new Requirements and Possibilities” Project leader: J. Ledić
Educa - T: Recognition of prior learning and experience in Croatian context

2. Actual sustainable CPD programs for HE teachers

- University of Zagreb School of public health „Andrija Štampar” - Educational Technology & Educational Multimedia Centre(EMC) – program for university teachers

- University of Zagreb, University computing centre (SRCE) – E-learning Centre, assistance in implementation of ICT technology in higher education teaching

- Forum for the freedom of education (CSO) „Active learning and critical thinking across higher education” (4 modules: Approaches to learning and teaching – ERR framework, Critical reading and writing, Experiential and cooperative learning, Curriculum planning and assessment of learning outcomes)
Learning by analogy: Teachers matter
John Hattie’s metaanalysis of factors contributing to student achievement at school level

Identifying what matters

PERCENTAGE OF ACHIEVEMENT VARIANCE

Teachers
Home
Peers
Schools
Principals
Students

Source: Hattie, J (2003) Teachers Make a Difference p3 ACER
Learning by analogy from „Framework for National qualification standard for teachers in primary and secondary schools”

<table>
<thead>
<tr>
<th>Units of learning outcomes</th>
<th>Number of outcomes (62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic discipline - teaching subject</td>
<td>9</td>
</tr>
<tr>
<td>• Learning and teaching</td>
<td>13</td>
</tr>
<tr>
<td>• Assessment</td>
<td>7</td>
</tr>
<tr>
<td>• Classroom and school environment</td>
<td>7</td>
</tr>
<tr>
<td>• Cooperation in school, with families and local community</td>
<td>7</td>
</tr>
<tr>
<td>• Educational system and school organization</td>
<td>7</td>
</tr>
<tr>
<td>• Professional communication and interaction</td>
<td>6</td>
</tr>
<tr>
<td>• Professionalism and professional development</td>
<td>6</td>
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</tbody>
</table>
Learning by analogy from: „Competences of academic profession”

1. Hierarchy of Requirements for election in research & teaching positions

- Research: 18
- Research/teaching: 9
- Teaching: 5
- Professional: 1

Turk & Ledić, 2016
2. Academic competences domains

<table>
<thead>
<tr>
<th>Competence domain</th>
<th>Number of competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>13</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
</tr>
<tr>
<td>Contribution to community and society</td>
<td>6</td>
</tr>
<tr>
<td>Governance and management</td>
<td>5</td>
</tr>
<tr>
<td>General /generic competences</td>
<td>11</td>
</tr>
</tbody>
</table>

Turk & Ledić, 2016
Final point

The quality of an educational system cannot exceed the quality of its teachers.

(Barber & Mourshed, 2007).
Thank you for your attention!
Peer learning activity

Discussion issues

Questions for HE teachers:

1. How did you develop your teaching competences: mainly through formal training or through nonformal and/or informal learning?

2. Has your institution established staff development unit or does it provide any programs for HE teachers?

3. Group task: Make a common competence list starting with 6 to 7 competences most relevant for effective HE teaching!