



Integrating Key Competences into Post-Graduate Courses – achieving reform **PROPOUND Project**

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Objective & Learning Outcomes

To share experience & ideas of participants

Learning Outcomes:

- how the European Key Competences relate to Higher Education
- the deep-rooted challenges of incorporating key competences into Higher Education, creating:
 - learning opportunities,
 - involvement of employers,
 - assessment,
 - institutional changes
- PROPOUND toolkit: to assist reform

PROPOUND Partnership

- Fundación General UGR-Empresa (Spain)
- Scienter CID (Spain)
- Hogeschool Inholland (Netherlands)
- Fondazione Politecnico di Milano (Italy)
- Scienter (Italy)
- CamProf (UK)
- University of Edinburgh (UK)
- Kutsekoda (Estonia)

PROPOUND Objectives

Drive the modernisation agenda of universities:

- Promote curricular reforms to promote employability of postgrad students
- Encourage cooperation between universities and employers
- Promote development, assessment & certification of key competences for postgrad students
- www.propound.eu

Propound Outcomes

- Review of Key Competences in 5 countries
- Case studies of use of Key Competences
- Pilots using key competences
- Mainstreaming Report
- Generic Action Plan for Universities
- Website
- National Workshops

EU Key Competences

1. Communication – mother tongue
2. Communication – foreign language(s)
3. Maths, basic science, technology
4. Digital competence
5. Learning to learn
6. Social & civic competences
7. Initiative & entrepreneurship
8. Cultural awareness & expression

Comparing EU Key Competences

<i>EU Key Competences</i>	<i>OECD 9 Key Competences</i>	<i>England, Wales & N Ireland 6 Key Skills</i>	<i>Canada 9 Essential Skills</i>
1. Communication in mother tongue	Use language, symbols & text interactively	Communication	Reading, Writing Document use Oral Communication
2. Communication in foreign language	Conduct active dialogue with world		
3. Competence in maths, basic science & technology	Use technology interactively	Application of number	Numeracy
4. Digital competence	Use knowledge & info interactively	ICT	Computer use
5. Learning to learn	Life plans & personal projects	Improving own learning & performance	Continuous learning
6. Social & civic competences	Relate well to others Manage & resolve conflict Exercise rights, take responsibility		
7. Sense of initiative & entrepreneurship	Cooperate, work in teams	Working with others	Working with others
		Problem solving	Thinking skills: evaluate info to reach decisions
8. Cultural awareness & expression			
	Adapt tools to own purposes Deal with diversity Act within big picture		

Different National Paths



- Spain
 - 2011 National Employability Commission and HE Employability Plan
 - New degree subjects to match labour market demand
 - New ‘Professional Guidance Programmes’ promote students gaining key competences
 - Promotion of employability of graduates
- Italy
 - Competence entering schools
 - September 2012 EU Key Competences made target for primary & secondary schools LOs
 - Nothing on key competences at HE yet, current reforms on internationalisation (and reorganisation & staffing)
 - EQF is driving reform. Level descriptors for 2nd cycle include communication (#1, 2), learning to learn (#5), civic (#6)
 - Career services are training in employability skills, but voluntary, no credit values

Different National Paths (cont 1)

- Netherlands
 - Competences have been in VET and HE for 25 years
 - RPL based on existing (school & VET) qualifications, so key competences only assessed if already in qualification
 - emphasis on validation of prior learning (RPL) and accessibility: into education and from VET to HE
- Estonia
 - All qualifications have LOs for key competences, which are assessed as part of overall assessment
 - Level descriptors for 2nd cycle include all EU key competences except #8 (culture)
- Canada
 - Pan-Canadian 9 Essential Skills framework, with commercial assessment for some
 - LOs not widely adopted
 - No national engagement with key competences at HE level

Different National Paths (cont 2)

- UK
 - Key/Core/Functional Skills specified at all lower levels, assessed & awarded, required in schools & apprenticeships
 - Key/Core/Functional skills do not match #2 (foreign language), #3 (re: science & technology), #6 (social & civic), #7 (initiative & entrepreneurship), #8 (culture)
 - 2nd cycle level descriptor excludes the same but includes #6 (social & civic), #7 (initiative & entrepreneurship)
 - Higher Education Attainment Record (includes extra-curricular achievements)
 - Requirement for HE to have employability plan, and annual statistics on alumni employment
 - National report (Wilson) → new body to promote HE-employer engagement
 - Some universities include employability LOs in degree
 - Professional & regulatory bodies routinely inspect & approve relevant HE courses

Discussion with Neighbours

- What is situation in **your country** with regard to Key Competences (particularly in HE)?
- What is situation in **your college/university** with regard to Key Competences, employability?

Recognising Key Competences

- Route A: additional key competence definitions, (sometimes teaching), assessment & awards
- Route B: embedded in existing courses, part of their LOs, teaching/learning, assessment (eg Level descriptors, graduate attributes)

Implications

- Teaching vs. Learning Opportunities
- Assessment
- Training: teachers, mentors, supervisors, assessors
- Awards
- Involvement of employers
- Governance and reform

NB much learning is unconscious, eg from role models

LOs make this conscious

Teaching & Learning

Learning opportunities appropriate to KCs,
appropriate for knowledge, skills & attitudes

Need opportunities to observe/experience, practise
safely, receive feedback & coaching, reflect

- Work-based learning, ‘stage’/ praktikum
- Mentors
- Skills development courses
- On-line or blended learning
- Personal Development Plans

Assessment

- Learner-centred: useful, forward-looking
- Appropriate for knowledge, skills & attitudes
- Appropriate for informal & nonformal learning
- Combine a variety of methods ('triangulation')
- Traditional methods: essays, presentations, written assignments, projects, simulations
- Self-assessment, peer assessment, portfolio, e-portfolio, e-simulations & games

Training Teachers, Mentors, Supervisors, Assessors

Learning opportunities appropriate to KCs,
appropriate for knowledge, skills & attitudes

Need opportunities to observe/experience, practise
safely, receive feedback & coaching, reflect

- Appropriate LOs
- Work-based learning, ‘stage’/ praktikum
- Mentors
- Skills development courses
- On-line or blended learning
- Personal Development Plans

Implications for HE

Revolutionary curricular changes required:

- Shift from ‘education supply’ to ‘partnership in learning’ (learner, employer, HE)
- HE can act as broker, supporting the stakeholders in novel responsibilities
- Use LOs from employers
- Offer what learner needs to fill gaps
- Assess evidence of LOs provided by learner
- Lifelong learning offers continuing role for HE
- Accessibility & efficiency for learners (& SME employers)
- Quality Assurance of training, assessment & awards
- Training of trainers & assessors

Implications for Employers

Revolutionary changes required:

- Better synergy between education and employers, more collaboration
- Share responsibility for learning key competences by offering:
 - Involvement in LO design, course design, career advice
 - Placements, apprenticeships
 - Opportunities for projects
 - Mentoring
 - Assessment

Implications for Policy Makers

Revolutionary changes required:

- Employers, education and youth live in parallel universes
- Education-to-employment journey is not easy
- Education-to-employment system fails for most employers & young people
- Successful systems include early & intense collaboration between employers & education
- Stakeholders need better data to make informed choices
- Transformation requires multi-partner collaborations
- National 'system integrators' needed (eg sector councils, development agencies, qualifications agencies) to: take holistic view, facilitate partnerships, gather data, disseminate successes
- Create economies of scale using: ICT, partnerships, modules, shared key competences

PROPOUND

- ‘Mainstreaming Report’ includes all this
- Generic ‘Action Plan’ you can modify:
 - 2.1 Specify Key Competences as LOs
 - 2.2 Develop assessment processes (spelled out in 5 steps, plus 2 examples)
 - 2.3 Develop teaching approaches
 - 2.4 Training teaching staff
 - 2.5 Promoting formal recognition

Each with access to resources & practical examples

Thank you

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