Improving educational programmes on the basis of the competency-approach

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Belarus Strategy - EHEA Paris Communiqué 2018

Strategic Action Plan on Implementation of the Major Objectives of the Education System Development in Line with the EHEA Principles and Tools

• The **Strategic Action Plan** is based on the “Concept of the Development of the System of Education of the Republic of Belarus for the Period till 2020 through 2030” approved by the Order of the Minister of Education of the Republic of Belarus No. 742 as of 27.11.2017

• Major Goals and Objectives for the “Work Plan for Implementing EHEA Tools in Education System”:
  - 1. Qualification Framework
  - 2. Quality Assurance
  - 3. Recognition of Qualifications
  - 4. Transparency Tools
  - 5. Mobility of Higher Education Staff and Students, Internationalisation
  - 6. Lifelong learning and Social Dimension of Higher Education
  - 7. Fundamental EHEA Values
  - 8. Implementation
  - 9. Cooperation with the BFUG (Bologna Follow-up Group)
4. Transparency Tools

Since 2013 the Republic of Belarus has been implementing the national credit units system based on ECTS. Taking that into consideration, by 2020 measures will be taken to implement this system in line with the revised “ECTS Users’ Guide”.

Special focus will be paid to learning outcomes, curriculum design and delivery as well as assessment and opportunities to implement academic mobility programmes. This process will be based on the outcomes of the Erasmus+ project “Fostering Competencies Development in Belarusian Higher Education (FOSTERC)”, Project Ref. 574087-EPP-1-2016-1-ES-EPPKA2-CBHE-SP.

Legal framework will be developed for issuing a free of charge and multilingual Diploma Supplement in the format approved by the Council of Europe, the European Commission, UNESCO (also in the digital format) to all students.

International experts/consultants, including the ones from the World Bank, will be asked to advise on implementing transition to the digital Diploma Supplement.
We drew up...

- The teaching modes and learning outcomes in Belarusian universities → the way in defining learning outcomes

- The difficulties in the implementation of the Bologna Process at the university (looking at the perspectives of teachers, administrative issues, student workload, employers’ perspective)
We designed and collected... (2017/2018)

- Master questionnaires for
  - Graduates
  - Teachers
  - Employers
- English and Russian

- We got representative samples for:
  - 5,443 graduates holding a first-cycle HE degree (surveyed 3 years after their graduation 2014/2015)
  - 3,140 teachers from the BY participating universities
  - 261 employers from different companies around the country
## SURVEYS ADDRESSED.....

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Teachers</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-biographic background</td>
<td>Socio-biographical background</td>
<td>Profile of the organization</td>
</tr>
<tr>
<td>Study Programme information (2014/2015)</td>
<td>Educational background</td>
<td>Organization characteristics (job autonomy, stability...)</td>
</tr>
<tr>
<td>Current employment situation</td>
<td>Work experience</td>
<td>Contribution of Belarusian HE for performing task at work</td>
</tr>
<tr>
<td>Links between study and employment</td>
<td>Teaching activity</td>
<td></td>
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<tr>
<td>Level of competencies:</td>
<td>Level of competencies:</td>
<td>Level of competencies:</td>
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<tr>
<td>• Required at current work</td>
<td>• Required at the LM</td>
<td>• Graduates’ acquired competencies</td>
</tr>
<tr>
<td>• Contribution of the study programme</td>
<td>• Contribution of the study programme</td>
<td>• Labour market demands</td>
</tr>
</tbody>
</table>
We designed...

- Learning materials for the training workshops in each Belarusian participating university
  - Defining learning outcomes based on competencies approach
  - Allocation of ECTS CREDIT (Bologna process)
  - Organizational approaches of study programmes
  - Ensuring quality and assessment

- Learning materials for the training visits in EU programme partners (Finland, Poland and Lithuania)
  - Implementation of Bologna Instruments towards student-centred learning and teaching
Set up “Learning Committees”
(in each BY participating university)

- Identification of the study programme (master level studies)
  - Records and Archives Management
  - National History
  - Economy
  - Innovations in Teaching Foreign Language
  - Psychology
  - Agronomy
  - Jurisprudence
  - Web Programming & Internet Technologies/Chemical Technology of Fuel and High-Energy Substances

- Selection of the academic disciplines (courses)

- Definition of learning outcomes based on competencies development and following Bologna Process
Run pilot activity
(in each BY participating university)

• After the establishment of a educational model for enhancing student-centred teaching process, each BY participating university implemented its pilot activity

• During academic year 2018/2019
  - 1st semester
  - 2nd semester

Today...

• Present the main results of the pilot activities in each BY participating university
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THANK YOU!

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