



COMPETENCE @ University of Prishtina

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External evaluation of UP study programs

- ❑ Kosovo accreditation Agency
- ❑ Expert teams composed by international experts

The review team must meet the following competence criteria:

- ❑ High scholarly qualifications and knowledge of university teaching activities in an appropriate discipline;
 - ❑ Discipline-related research and knowledge of university research activities;
 - ❑ Experience in quality management and quality assurance within the university;
 - ❑ Experience in working with university administrative and organizational structures and in knowledge management;
 - ❑ Teaching experience and experience with the development, implementation and evaluation of curricula;
 - ❑ Knowledge of the national university system and law.
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Checklist for Academic Programmes

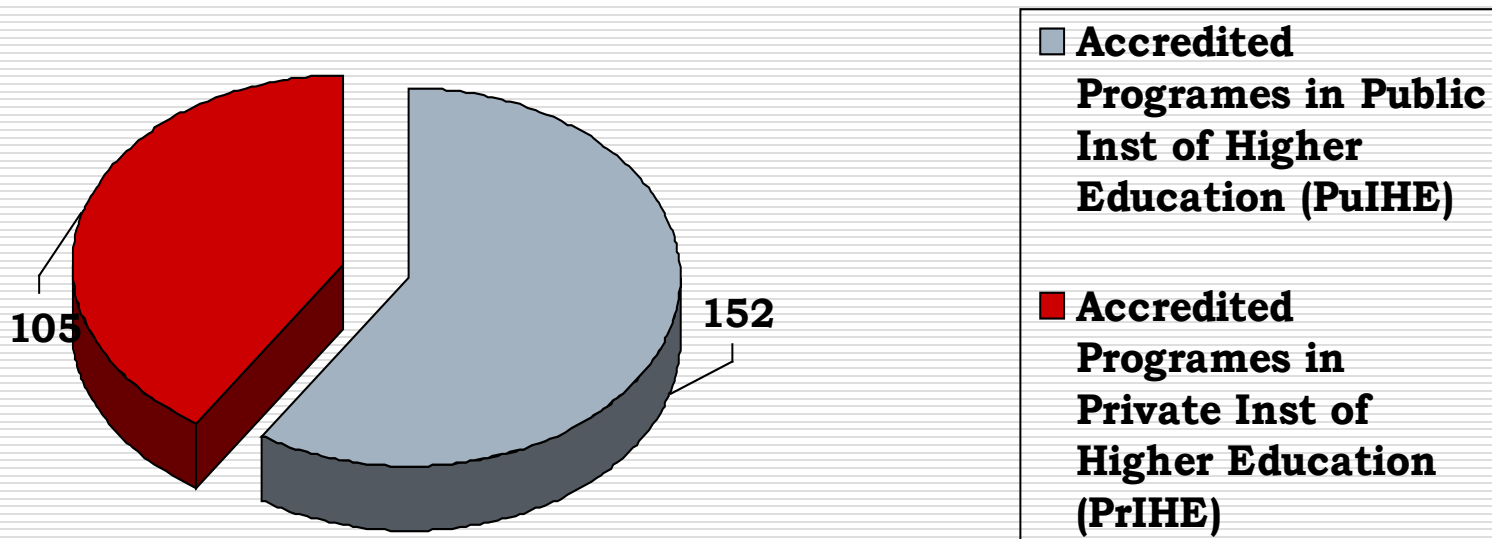
- ❑ To evaluate whether an applicant institution has met the criteria for accreditation of academic programmes specified by the NCQ, the KAA office has compiled a list of requirements which applicant institutions have to demonstrate that they meet in written form.
 - ❑ Learning target and outcomes (competences, knowledge and skills)
 - ❑ Examination regulations
 - ❑ International comparability of the academic programs and the academic degrees
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What are the Competencies?

- ❑ The concept of competence became popular in European education (European Commission, 2005, 2006; European Social Partners, 2006).
- ❑ competence-based education approach in EU
- ❑ the necessity to align university curricula to the needs of society and of the labour market
- ❑ integrated approach of developing interrelated clusters of knowledge, skills and attitudes that are relevant for the introduction into a field of study and employment and of career development
- ❑ Competences concept in EU for both vocational-technical and higher education- currently
- ❑ various difficulties regarding the implementation of competence-based education in various countries in Europe , Biemans et al. (2004) and Mulder et al. (2006)
- ❑ It is a new Bologna approach in Europe to describe a HE qualification (degree), student achievement in NQF

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- ❑ **Bologna approach: Programs described with LO**
 - ❑ Study programs are described with LO-knowledge, skills and competences
 - ❑ They state the knowledge, skills, and attitudes that the students will gain through a course.
 - ❑ Generic skills and subject specific skills
 - ❑ Learning outcomes for a course should fit within the overall course and program goals
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Number of Accredited Programs in Higher Education Institutions in Kosovo - Academic Year 2009/2010 (without UM)



Are the competences defined in UP study programs ?

Problems:

The lack of labour market research at the state level

Economy in transition, labour market not yet defined

What are the needs of the country for a faster economic development???

Competences-LO are a "night mare" not only to UP but to most of the HEI wide world

Terminology " competence " is not yet in use at UP, more refer as LO

The findings from accreditation process

- ❑ Competences -LO at UP defined usually per course, very rare at program level
- ❑ Lack of courses for development of generic transferable skills
- ❑ Programs more subject specific oriented
- ❑ The student evaluation is not always adequate to assessed LO (oral communication skills are assessed in written form?????)
- ❑ The profile of the qualification is not defined
- ❑ What the student is able to do after completion of his/her studies?
- ❑ The UP programs are not market driven –no labour market research before launching new study programs

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- ❑ The stakeholders (employers) do not take part in Curriculum design
 - ❑ The cooperation with labour market is very poor-some small improvement happened
 - ❑ Internship and work placement is difficult to be found for a big number of students

Very high unemployment rate: 40%

Conclusion

- ❑ Some of academic education at UP also prepare students for practical professions,
(medicine, law, architecture)
 - ❑ In some study disciplines workplace learning components need to be integrated in the curriculum
 - ❑ Competence based education- needs to develop Assessment standards and procedures.
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- Trainings about competences should be provided to UP staff
 - The balance between academic education and competence base education should exist
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- Critical thinking and problem solving – both verbal and quantitative is the main point of higher education

Competences should serve student to compete in a knowledge society, to increase employability

They should facilitate the recognition of UP degrees abroad as well as foreign degrees in Kosovo

Thank you for your attention!

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- The purpose of these reports would be to help institutions (and the national system which support them) to engage in processes of continual improvement
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